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ABSTRACT

Case studies describing the program operation of the 31 state components of the Right to Read Program during the periods from 1972 to 1973 and from 1973 to 1974 are provided in this volume. Data are grouped into nine major categories of investigation: estimated participation in programs, projection of total participation, training activities, authority of state program directors, duties of the state advisory council, legislation passed or pending that might affect the program, changes in teacher certification, program coordination with adult basic education, and effect of the loss of federal funding. Analyses of specific state programs reveal that the approach taken by the federal administrators responsible for the state components of the program resulted in meaningful effects while utilizing a relatively modest amount of money. (Author/KS)

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AN ASSESSMENT OF THE STATE AGENCY COMPONENT OF THE RIGHT TO READ PROGRAM

FINAL REPORT

VOLUME II

STATE PROFILES

June 1976

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HIGHLIGHTS

The rationale for supporting the State Component of the Right to Read Program has always been one of providing money which would assist State educational agencies (SEA's) in disseminating the Right to Read strategy among the local education agencies (LEA's) within their jurisdictions.

In this study, Applied Management Sciences has developed case studies of the State Component of the Right to Read Program which describe how these programs operate in the 31 States which entered the Right to Read Program during Phase I and Phase II* of this effort. The case studies are based on interviews conducted during visits to the 31 SEA's and to three randomly selected LEA's within each State; and on the results of a mail survey of 50 percent of the LEA Right to Read Directors within each of the 31 States. The survey achieved a response rate in excess of 85 percent, and most of the statistics within this volume represent imputed estimates based on the results of that survey.

The results of the case study portion of this study can be summarized in one statement: the approach taken by Federal administrators responsible for the State Component of the Right to Read Program appears to have been successful in that the programs have achieved meaningful effects utilizing a relatively modest amount of money. This is evidenced by the following:

- Although none of these States had been involved in the program for more than three complete school years at the time the data was gathered (the Phase II States had only been involved for two years), 16 percent (5) of the State Directors reported that all districts in their State were already involved in the State program, and 58 percent (18) reported that all districts in the State would be involved sometime within the next four years. In 20 percent (6) of the States, the Right to Read Program had been operational in at least 40 percent of the schools in the State for a minimum of one year as of January, 1976.

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*Phase I States entered the Right to Read Program in 1972-73
Phase II States entered in 1973-74.

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- The 31 States have provided Right to Read training to 904 local district Right to Read Directors in the first program year, 1600 in the second program year, 2,023 in the third program year and 150 in the fourth program year,* and training to 2,870 principals and 9,267 teachers. The number of hours of training provided to these persons has varied from at least 30, to more than 200.

- In almost half (15) of the States, the Chief State School Officer, the State Assistant Superintendent for Instruction, and/or the State Right to Read Director reported that the Right to Read Program would definitely continue in some capacity in the event that Federal support was terminated, even if no other resources were found. An additional six States indicated the program would be continued if other resources could be identified.

- Bills relating to reading have been introduced in the legislatures of at least 81 percent (25) of the States; and certification requirements relating to reading have been strengthened in the past two years in 65 percent (20) of the States. While neither of these outcomes can be specifically attributed to Right to Read, we feel they are indicative of the climate within which Right to Read is operating in most of these 31 States.

- In all of the 31 States, Right to Read programs have been implemented to at least a minimal degree across all school levels. In nearly all States, the programs have, by far, the most participation at the elementary level. In 55 percent (17) of the States, LEA sponsored adult literacy programs associated with the State Right to Read Program are in operation.

It should be noted that none of these outcomes relate directly to reading achievement on the part of students. The reason for this is that this study was designed solely to assess the type and level of activities which have been fostered by the State Component of Right to Read funding. The results of our findings are summarized on a State-by-State basis in this volume. National level findings, and more sophisticated analyses of the SEA and LEA data are contained within Volume I. Data collection instruments are contained in Volume III.

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*Because of program continuity, these aren't necessarily different persons. To the contrary, many Directors have received training for two or more years.

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INTRODUCTION

A. Overview

This is Volume II of "An Assessment of the State Agency Component of the Right to Read Program - Final Report." Volume I discusses various State Right to Read Program components as they exist across the original 31 Right to Read States, and the range of activities taking place in local district Right to Read Programs throughout these 31 States. Volume III contains the data collection instruments used in this study.

In this volume are descriptions and explanations in the form of profiles of nine components of the Right to Read Program in the 31 States. Although a broader array of data was collected from on-site visits to these States, it was felt that summarizing these data in terms of the nine major categories below would provide some depth to and insight of certain universal phenomena across all 31 States. The nine categories of investigation are:

- the estimated participation in Right to Read;
- the projection of total participation in Right to Read;
- the training activities;
- the authority of the State Right to Read Director;
- the duties of the State Right to Read Advisory Council;
- the legislation passed or pending that might affect the Right to Read Program;
- the changes in teacher certification that are pending or have been implemented in the last two years;

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- the coordination of Right to Read with Adult Basic Education;
- and the effect of the loss of Federal funding for Right to Read.

Each category is discussed separately.

B. Survey Design

Several groups of subjects were asked to provide their responses to specific questions. These groups of subjects were drawn from potential respondents in the original 31 Phase I and Phase II States* which participated in the State Program Component of the Right to Read Program. What is reported in this volume is the information provided by these respondents. Thus, the data presented are only as accurate as the original responses we received.

1. The first part of the study consisted of a mail survey of a 50 percent random sample of the local district Right to Read Directors whose districts had been affiliated with the State Right to Read Programs in the 31 participating States for at least one year at the time of data gathering. These districts have now been affiliated with the State programs for at least 18 months. Lists of the local district Directors were provided by the State Right to Read Directors in each of the 31 States. Unless otherwise indicated in this volume, reference to the local Directors will refer to this 50 percent mail sample.

2. The second set of respondents pertinent to the topics discussed in this volume consisted of the local district Right to Read Director and District Superintendent/Assistant Superintendent for Instruction in each of three local districts visited in each of the 31 States.

3. The third set of respondents pertinent to the topics discussed in this volume consisted of State level personnel who were interviewed at the State Educational Agency. These respondents include:

- the Chief State School Officer;
- the State Right to Read Director;
- the State Assistant Superintendent for Instruction;

*Phase I States entered the Right to Read Program in 1972-73 and Phase II States entered in 1973-74.

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- the State Adult Basic Education Director;
- the State Director of Teacher Certification; and
- the Chairperson, State Right to Read Advisory Council.

C. Detailed Description of the Nine Categories of Investigation

1. Estimated Participation in Right to Read

In order to assess the efforts States have put forth to maximize Right to Read's outreach potential in terms of students, the extent of participation in the program is examined. For each State, a table is presented, listing the estimated number of elementary, junior high, and senior high schools in the State which have been participating in the Right to Read Program for at least 18 months. The estimated number of these participating schools is compared to the total number of schools in the State, as listed in the 1973-74 Education Directory, to determine the estimated percent of schools in the State that have participated in the Right to Read Program for at least 18 months. It should be noted that these numbers are based on weighting the number of schools reported by those local district Right to Read Directors from each State who responded to the 50 percent mail survey. Since the response rate was 85 percent, some State figures may, consequently, be slightly overestimated.

In addition, the number of districts reported by the State Right to Read Director as having been in the Right to Read Program for at least one year (which, given the time lag for data analysis yields at least 18 months at this time) are compared to the total number of districts in the State to determine the percent of districts in the State that have been participating in the Right to Read Program for at least 18 months.

2. Projection of Total Participation in Right to Read

State Right to Read Directors were asked to predict the year in which every school district in their respective States will have implemented the Right to Read Program. Data were also collected from the District Superintendents/Assistant Superintendents for Instruction in the three districts visited in each State, regarding the year in

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which every school within their jurisdiction would participate in the Right to Read Program.

3. Training Activities

This section illustrates the facets of Right to Read training in each Right to Read State. The total number of local district Right to Read Directors who were provided training is discussed by year of participation in the program, and State requirements for training are indicated for each year the local district Director participates in the program. Also, there is a discussion of the average number of hours of training local district Right to Read Directors received during each of the program years where training was provided. These average figures will differ substantially from the figures reported by the State Director as required, since the average figure represents training hours for new and old local district Directors combined. In most instances, the hourly requirement for Directors in their first program year is substantially higher than the requirement for Directors not in their first program year.

Finally, the number of teachers and principals receiving training, and the number of training hours provided, is illustrated where these data are obtainable from the questionnaires.

4. Authority of the State Right to Read Director

A salient aspect of the Right to Read Program in any State is the Director's authority or power to influence other reading program areas. The authority of the Right to Read Director stems from many sources. Among the more notable sources, as reported by the State Assistant Superintendents for Instruction, are:

- the Director's support by the Chief State School Officer;
- the Director's position being a line rather than a staff position;
- the Director's power to determine and allocate the expenditure of educational program funds, and
- the Director's salary being paid out of State rather than Federal monies.

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These indicators of authority are discussed in this section for each State.

5. Duties of the Right to Read Advisory Council

The three most important duties of the Right to Read Advisory Council, as reported by the Advisory Council Chairperson, are listed in this section.

6. Legislation Passed or Pending that Might Affect the Right to Read Program

New legislation regarding reading and/or reading instruction introduced or passed in the legislature since the inception of Right to Read in the State is examined as another variable in the assessment of the possible impact of the program. While there are no "hard" data in the questionnaires to substantiate the following with certainty, it is felt, as a result of the responses to the on-site data collection, that many of the legislative changes cited may well have had their impetus from Right to Read activities.

7. Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

Changes in teacher certification occurring since the inception of Right to Read are documented in this section. Again, while such changes cannot be attributed to Right to Read, there is strong reason to believe that many of these changes may well reflect an increased emphasis on the teaching of reading that can undoubtedly be at least partially attributed to Right to Read.

8. Coordination of Right to Read with Adult Basic Education

Indices of coordination of Right to Read with Adult Basic Education that are discussed in this section are:

- the frequency of interaction between the State Right to Read Director and the State Director of Adult Basic Education;
- the amount of time the State Director of Adult Basic Education spends on Right to Read activities;

- the Adult Basic Education representation on the Right to Read Advisory Council and/or Task Force; and
- the number of Adult Basic Education Programs involved with Right to Read in the three districts in each State where on-site data collection activities occurred.

9. Effect of the Loss of Federal Funding for Right to Read

This section is very important. The goal of Right to Read, with its unique and limited funding pattern (i.e., program is funded at the State level for a specific time period) is to provide the kind of innovation via services, ideas and strategies to districts which would prompt both the State and the districts to mobilize (in terms of commitment and funds) their own resources to insure the program's continuity.

The responses of the Chief State School Officer, the State Right to Read Director, and the State Assistant Superintendent for Instruction concerning their predictions as to the effect of the loss of Federal funding are recorded in this section.

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STATE PROFILE #1

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	94
Junior High	9
Senior High	3

It is estimated that seven percent of the schools in this State had been participating in Right to Read for at least one year. At least 51 percent (34) of the districts in the State had been participating in Right to Read for at least one year.

Projection of Total Participation in Right to Read

According to the State Right to Read Director, all school districts within the State will be involved in Right to Read by 1976. In two of the three districts visited for on-site data collection the District Superintendents/Assistant Superintendents for Instruction state they do not know when all the schools in their districts will be participating in the Right to Read Program.

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The third Superintendent states that the district has no present plans to incorporate all schools in the district in the Right to Read program.

Training Activities

The State Right to Read Director reports that 120 training hours are required for new local district Directors, and 20 training hours are required for each subsequent year of program participation for each Director.

On the average, local district Right to Read Directors report they received fewer than 40 hours of training in 1972-73, about 40 hours in 1973-74, and slightly more than 40 hours in 1974-75 and 1975-76.

There were 18 local district Right to Read Directors trained in each of the first two years of the program.

To date, 90 principals and 100 teachers have received Right to Read training from the State. The teachers received approximately five hours of training each.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the directorship as a line rather than staff position;
- the support of the Chief State School Officer, who is also the Director's immediate supervisor; and
- the responsibility the Director has to assist in determining and allocating the expenditures of the National Right to Read Grant to the State, State provided Right to Read funds, and Title II, Elementary and Secondary Education Act funds.

Duties of the State Right to Read Advisory Council

According to the Chairperson, the most important duty of the Right to Read Advisory Council is defining criteria of excellence. It should be noted that the Chairperson states that this is the only duty assigned to the Council.

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Legislation Passed or Pending that Might Affect the Right to Read Program

The State Right to Read Director reports that a bill was passed in the State Legislature that would have provided an additional $40,000 to the appropriated funds for reading. This line item was deleted by the Governor from the final allocation of funds.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

In the last two years, there has been an increase in the requirements for certification as a reading teacher and certification for reading specialist has been established. The establishment of certification for reading supervisor or director is pending.

Coordination of Right to Read with Adult Basic Education

Although there are representatives from Adult Basic Education on both the Right to Read Advisory Council and Task Force, the following conditions exist according to the State Director of Adult Basic Education:

- there is infrequent consultation between the Director of Right to Read and the Director of Adult Basic Education on matters regarding adult literacy; and
- the State Director of Adult Basic Education spends approximately one hour per month on Right to Read activities.

No Adult Basic Education Programs involved with Right to Read were operating in any of the three districts visited for data collection.

Effect of the Loss of Federal Funding for Right to Read

The opinions of the Chief State School Officer, the Assistant Superintendent for Instruction and the State Right to Read Director indicate that the loss of Federal funding would have substantial impact on the Right to Read Program. The Chief State School Officer feels that the impact would be drastic and reading might find itself buried in a larger division, such as Elementary

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Education, within the State Department of Education. The Assistant Superintendent for Instruction states that the program would be discontinued and the State Right to Read Director reports that the loss of Federal funding would lead to the termination of the program unless other funds were available.

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STATE PROFILE #2

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	98
Junior High	35
Senior High	13

It is estimated that at least three percent of the schools in this State had been participating in Right to Read for one year or more. Four percent (43) of the districts in this State had participated in the Right to Read Program for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director does not expect that every district in the State will participate in the Right to Read Program at any time. According to two of the three District Superintendents/Assistant Superintendents for Instruction visited for on-site data collection, no date can be set when it is expected that all schools within their districts will be participating in Right to Read. The third Superintendent cites 1977 as the

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year in which all schools in that district will be participating in the Right to Read Program.

Training Activities

The State Right to Read Director reports that a total of 90 local district Right to Read Directors have been trained since the start of the Right to Read Program. Fifty-one were trained in the initial year of program, and 39 were trained in the second year. It is anticipated that 200 Directors will be trained this year. She also reports that 200 training hours are required by the State for new local district Directors. There are no training requirements for subsequent years. Three university semester credit hours are offered for the initial training.

On the average, the local district Right to Read Directors reported they received 40 to 119 hours of training during 1973-74, 40 to 119 hours in 1974-75, and about 200 hours in 1975-76.

To date, 98 teachers have been provided with 30 Right to Read training hours, respectively, from the State.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's responsibility to assist in determining expenditure of funds from the National Right to Read Grant to the State, and of Title II, Elementary and Secondary Education Act funds; and
- the responsibility to allocate funds from the National Right to Read Grant to the State.

Duties of the State Right to Read Advisory Council

The Chairperson cites the following as the most important duties of the Right to Read Advisory Council:

- defining criteria of excellence;
- amassing public support; and
- disseminating program information.

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Legislation Passed or Pending that Might Affect the Right to Read Program

The State Right to Read Director reports that a bill concerning teacher certification and pre-service education was passed by the State Legislature. Both the Director and the State Assistant Superintendent (Deputy Superintendent in this State) report that another bill was passed which provides free textbooks for every child in every public and non-public school in the State.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

Pending changes in teacher certification, as reported by the State Director of Certification, focus on increases in the requirements for reading teacher and specialist.

Coordination of Right to Read with Adult Basic Education

Although there are no representatives from Adult Basic Education on either the State Right to Read Advisory Council or Task Force, the following are indicators of coordination of Right to Read with Adult Basic Education:

- the Assistant Director of Adult Basic Education reports that he/she spends approximately seven hours a month on the Right to Read activities; and
- the Assistant Director also reports being consulted weekly by the Right to Read Director on matters regarding adult reading needs.

An Adult Basic Education Program which is involved with Right to Read was operating in one of the three districts visited for data collection.

Effect of the Loss of Federal Funding for Right to Read

The State Right to Read Director states that the loss of Federal funding would cause the termination of the Right to Read Program in the State. According to the State Deputy Superintendent, the legislature would refuse to appropriate funds for a program with objectives not developed by the State.

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STATE PROFILE #3

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	102
Junior High	23
Senior High	35

It is estimated that at least 21 percent of the schools in this State had participated in the Right to Read Program for one year or more. Right to Read had been operational in 14 percent (38) of the districts in the State for at least one year.

Projection of Total Participation in Right to Read

According to the State Right to Read Director all school districts within the State will be participating in the Right to Read Program by 1980. Two of the three District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection state that all schools within their districts are participating now in the Right to Read Program. Data from the third Superintendent were unavailable.

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Training Activities

The State Right to Read Director reports that 23 local district Right to Read Directors were trained during the first year of the Program. Twenty and 38 Directors were trained during the second and third years, respectively, of this State's Right to Read Program.

The Director reports that 96 training hours are required for local district Right to Read Directors in the first year of the program, 104 are required in the second year, and 96 are required in the third year.

The local district Right to Read Directors report they received approximately 200 hours of training, on the average, in 1973-74, 120 in 1974-75, and 200 in 1975-76.

No formalized training has been provided to principals and teachers. However, the State has created a systematic procedure for providing teachers with training and technical assistance on a one-to-one basis. A consultant cadre of master teachers was organized to provide this training and/or technical assistance to teachers in all regions of the State. The operation of this cadre is as follows:

- the teacher or principal requests assistance in a particular subject (e.g. reading decoding skills) from the State;
- the State contacts the subject area master teacher located in the same city or region and provides all pertinent information regarding how to most effectively assist the teacher in need;
- the master teacher, given released time (paid by the State), personally calls on the client; and
- the training or technical assistance is provided, and the client is asked to provide feedback to the State.

It should be noted that according to State personnel, this cadre of experts appears to optimally utilize resources in terms of instructional personnel, time, traveling costs and outreach potential.

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Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the responsibility to assist in determining the priorities of expenditures of the National Right to Read Grant, State Reading and General Education Development funds, and Titles II, III, and IV of the Elementary and Secondary Education Act funds; and
- the responsibility to allocate funds from the National Right to Read Grant.

Duties of the State Right to Read Advisory Council

The Chairperson of the Right to Read Advisory Council (Commission) lists the most important duties of the Council as follows:

- amassing public support;
- planning the State Right to Read Program; and
- disseminating information to the public.

Legislation Passed or Pending that Might Affect the Right to Read Program

The Right to Read Director reports that the Governor approved a bill in 1972 providing for a State-wide system for evaluating reading and other basic skills. This system was to be established by June, 1975.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

There have been no changes in teacher certification requirements in the last two years according to the State Director of Teacher Certification. However, the Teacher Certification Director reports there are changes pending which will become effective October 1, 1976. After that date all elementary school teachers must complete one course in each of the following:

- methods of reading;
- decoding; and
- reading practicum.

All secondary school teachers must complete one course in each of the following:

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- reading methods, including decoding skills; and
- reading practicum, including decoding skills.

Coordination of Right to Read with Adult Basic Education

According to the State Director of Adult Basic Education the following coordination activities take place between Adult Basic Education and the State Right to Read Program:

- the Adult Basic Education Program has a representative on the State Right to Read Advisory Council;
- the State Director of Adult Basic Education meets with the State Right to Read Director on matters regarding the administration of adult reading programs two or three times a month;
- the State Director of Adult Basic Education meets more frequently with the Right to Read Director's supervisor than with the Director regarding reading programs; and
- the State Adult Basic Education Director spends approximately two hours a month on Right to Read activities.

Adult Basic Education Programs involved with Right to Read were operating in all three districts visited for data collection.

Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer, the State Assistant Superintendent for Instruction and the State Right to Read Director report that the program would continue using funds from other sources if Federal funds were eliminated.

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STATE PROFILE #4

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program has been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	178
Junior High	20
Senior High	41

It is estimated that at least 16 percent of the schools in the State had participated in the Right to Read Program one year or more. And, 41 percent (77) of the districts in this State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director reports that all school districts within the State are currently participating in the Right to Read Program. Two of the three District Superintendents/ Assistant Superintendents for Instruction visited for on-site data collection report that all schools within their districts are currently participating in the Right to Read Program. The third

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Superintendent cites 1976 as the year in which all schools in that district will be participating in Right to Read.

Training Activities

The State Right to Read Director reports that 45 local district Right to Read Directors received State-provided training during the first year of the Program. Training is regionalized in this State, and therefore exact figures reflecting the number of district personnel trained in the three subsequent years of the Program are unavailable. However, it is known that more than 300 persons, with more than one representative per district, have received training from the staffs of regional offices during the second, third, and fourth program years.

According to the State Right to Read Director, the State requires no specific number of training hours that local district Right to Read Directors must take in each year of the Program. Establishing this criterion for training is a function of the regional offices.

The local district Right to Read Directors report receiving an average of 240 hours of training in 1972-73, and an average of 200 hours for 1973-74, 1974-75 and 1975-76.

There was no special training provided to principals, although several attended general information sessions. Approximately 15 hours of training were provided to 387 teachers respectively.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the position of the Right to Read Director;
- the prestige of the position;
- the personal prestige of the Director;
- the support of the Chief State School Officer;

APPLIED MANAGEMENT SCIENCES

- the accountability of the Director to the Director of Program Development;
- the responsibility of the Director to assist in determining the expenditures of the National Right to Read Grant, Titles I, II, III, IV, and V of the Elementary and Secondary Education Act, Title III of the National Defense Education Act and Adult Basic Education funds; and
- the responsibility of the Director for allocating funds from the National Right to Read Grant.

Duties of the State Right to Read Advisory Council

The most important duties of the Right to Read Advisory Council, according to its Chairperson, are:

- planning the State Right to Read Program;
- coordinating Right to Read with other reading programs; and
- developing guidelines for total reading and language arts curricula.

Legislation Passed or Pending that Might Affect the Right to Read Program

Although documentation explaining the details of the legislation is unavailable, the State Right to Read Director cites the introduction of the following three bills in the State Legislature since the inception of Right to Read:

- change in funding Minimum Foundations Program, 1974;
- Basic Skills Emphasis Bill, 1976; and the
- Textbook Funding Bill (High School), 1976.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

There has been a change in certification requirements for school media librarians requiring them to take two courses in reading.

Other changes occurring in the last six years in certification are:

APPLIED MANAGEMENT SCIENCES

- the number of hours in reading required for elementary certification are increased from three to six;
- all elementary school teachers must take at least one graduate course in reading; and
- the development of a certification program for reading specialist which must be used at the grade level of the person's regular teaching certificate.

Coordination of Right to Read with Adult Basic Education

According to the State Director of Adult Basic Education he/she:

- has never met with the State Right to Read Director;
- does not spend any time on Right to Read activities; and
- does not have a representative on either the Right to Read Advisory Council or Task Force.

The State Director of Adult Basic Education states that Adult Basic Education Programs are controlled by the LEA's and this is not in accordance with the Right to Read plan of regional activities.

Adult Basic Education Programs involved with Right to Read were operating in two of the three districts visited for data collection purposes.

Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer reports that the staff development component of the program would be eliminated with the loss of Federal funds for Right to Read. The State Right to Read Director states that the program would continue only if other funds were available. The State Assistant Superintendent for Instruction reports that the emphasis on reading would continue, and that Right to Read would continue using State resources.

APPLIED MANAGEMENT SCIENCES

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STATE PROFILE #5

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	117
Junior High	57
Senior High	39

It is estimated that at least 17 percent of the schools in this State had participated in the Right to Read Program one year or more. Right to Read had been implemented in 12 percent (21) of the districts in the State for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director predicts that every school district in the State will be participating in the Right to Read Program by 1980, providing funds are available.

According to data collected on-site from the three District Superintendents/Assistant Superintendents for Instruction, all schools are now participating in two of the districts, and there

APPLIED MANAGEMENT SCIENCES

are plans to incorporate Right to Read in all schools in the third district by 1977.

Training Activities

The State Right to Read Director reports that 48 local district Right to Read Directors were provided with Right to Read training during the initial year of the Program. Another 35 were trained in the second year, and 24 were trained in the third year.

The Director indicates that the State requires 220 hours of training in the first program year, and 160 hours of training in both the second and third years.

The local district Right to Read Directors indicate they received, on the average, approximately 120 hours of training in 1973-74, almost 40 hours in 1974-75, and about 120 hours in 1975-76.

One hundred and sixty principals have received approximately 10 hours of Right to Read training in the 1973-74 academic year and 135 principals have received or will receive six hours of training in 1975-76. Frequent in-service training sessions are conducted for teachers.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the responsibility to determine the expenditure and allocation of the funds from the National Right to Read Grant; and
- the Director's salary which is allocated from State rather than Federal funds.

Duties of the State Right to Read Advisory Council

The Chairperson of the State Right to Read Advisory Council cites:

APPLIED MANAGEMENT SCIENCES

- amassing public support;
- defining criteria of excellence; and
- disseminating program information to the public

as the three most important activities of the Council.

Legislation Passed or Pending that Might Affect the Right to Read Program

The State Right to Read Director states that a bill was introduced and passed in the State Legislature assigning responsibility for teacher certification requirements to the State Board of Education and institutions of higher education. Another bill was introduced which requires school districts to develop plans to improve reading achievement.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

The State Director of Teacher Certification stated that pending changes for teacher certification focus on teacher competency levels, and altering the existing teacher preparation courses.

Coordination of Right to Read with Adult Basic Education

The State Director of Adult Basic Education states that Right to Read has addressed adult reading needs by establishing two local adult reading programs, which share staff and materials with Right to Read.

The following are also indications of the extent of coordination activities between Right to Read and Adult Basic Education as cited by the State Director of Adult Basic Education:

- the State Director of Adult Basic Education and his staff spend approximately 20 hours a month on Right to Read activities;
- the State Director of Adult Basic Education meets two or three times a month with the State Right to Read Director; and
- Adult Basic Education has representatives on both the Right to Read Advisory Council and Task Force.

APPLIED MANAGEMENT SCIENCES

No Adult Basic Education Programs were involved with Right to Read in any of the three districts visited for on-site data collection.

Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer states that although the position of the Right to Read Director would not be placed in jeopardy with the loss of Federal funding for the program, the provision of training and technical assistance would be diminished. Both the State Right to Read Director and the State Assistant Superintendent for Instruction agree that Right to Read would continue, but on a lower level.

APPLIED MANAGEMENT SCIENCES

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STATE PROFILE #6

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	634
Junior High	195
Senior High	123

It is estimated that 52 percent of the schools in this State had been participating in Right to Read for at least one year. Seventy-three percent (320) of the districts in this State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director does not expect every school district in the State to participate in the Right to Read Program. The District Superintendents/Assistant Superintendents for Instruction in the three districts visited for on-site data collection report that all schools within their districts are already participating in the Right to Read Program.

APPLIED MANAGEMENT SCIENCES

Training Activities

The State Right to Read Director reports that 22 local district Right to Read Directors received training during the initial year of the program. Another 164 were trained in the second year, 136 in the third year, and 84 in the fourth year of the program.

The State does not require a specific number of training hours for local district Right to Read Directors. However, local district Right to Read Directors report receiving at least 120 hours of training in 1972-73, and at least 200 hours in 1973-74, and 1974-75.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the personal prestige of the Director;
- the directorship as a line rather than a staff position;
- the support of the Chief State School Officer and the Director's immediate supervisor, the Assistant Superintendent for Instruction;
- the Director's responsibility for assisting in the determination of expenditures of State reading and Right to Read funds, the National Right to Read Grant, and funds from Title II of the Elementary and Secondary Act;
- the Director's authority to allocate funds from the State Right to Read and the National Right to Read Grant; and
- the Director's salary being allocated from State rather than Federal funds.

Duties of the State Right to Read Advisory Council

According to the Chairperson of the State Right to Read Advisory Council, the following are the three most important activities of the council:

- defining criteria of excellence;
- amassing public support; and
- disseminating program information to the public.

APPLIED MANAGEMENT SCIENCES

Legislation Passed or Pending That Might Affect the Right to Read Program

According to both the State Right to Read Director and the Assistant Superintendent for Instruction, the State Legislature has appropriated funds for Right to Read since Fiscal Year 1974.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

There have been no changes in teacher certification in the last two years. However, the State Director of Teacher Certification states that the Standards Board will examine reading certification in the near future.

Coordination of Right to Read with Adult Basic Education

Although there are no Adult Basic Education representatives on either the Right to Read Advisory Council or Task Force, the following coordination activities are taking place according to the State Adult Basic Education Director:

- the State Adult Basic Education Director spends one hour a month on Right to Read activities; and
- the Adult Basic Education Director consults on a monthly basis with the State Right to Read Director on funding and supplies for the adult program.

No Adult Basic Education Program involved with Right to Read were operating in any of the three districts visited for data collection.

Effect of the Loss of Federal Funding for Right to Read

The loss of Federal funding for the Right to Read Program, according to the State Assistant Superintendent for Instruction, would result in the reduction of services to those districts where the program has been implemented. Further expansion of the program would be curtailed. According to the State Right to Read Director, the program would continue at its present rate using State resources.

APPLIED MANAGEMENT SCIENCES

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STATE PROFILE #7

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	72
Junior High	26
Senior High	16

It is estimated that 56 percent of the schools in this State had been participating in the Right to Read Program for at least one year. Virtually 100 percent (26)* of the districts in this state had been participating in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director cites 1979 as the year in which every district in the State was participating in Right to Read.

* State data show 26 districts participating in Right to Read, but the 1973-74 Education Directory lists 24 districts in the State.

APPLIED MANAGEMENT SCIENCES

Of the three districts visited for data collection, one of the District Superintendents/Assistant Superintendents reports that in that district, all schools are now participating in Right to Read; in another, the Superintendent does not know when all schools will be participating; and in the third, the Superintendent states that it is not part of the district's present plans to incorporate all the schools in the district in the Right to Read Program.

Training Activities

The State Right to Read Director reports that a total of 28 local district Right to Read Directors have been trained since the start of the Right to Read Program in this State. Eighteen were trained in the first year of the Program, and 10 were trained in the second year.

Two hundred and forty hours of Right to Read training are required by the State regardless of program year.

Local district Right to Read Directors report receiving, on the average, approximately 120 hours of training in 1973-74, approximately 200 hours in 1974-75, and 240 hours in 1975-76.

To date, 50 principals and 50 teachers have received Right to Read training from the State.

Authority of the State Right to Read Directors

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the personal prestige of the Director;
- the support of the Chief State School Officer;
- the Director's responsibility for allocating the funds from the National Right to Read Grants; and
- the Director's salary, which is issued out of State rather than Federal funds.

APPLIED MANAGEMENT SCIENCES

Duties of the State Right to Read Advisory Council

The State Right to Read Director lists the following as the most important duties of the Right to Read Advisory Council:

- reviewing and approving Right to Read proposals and plans;
- amassing public support; and
- disseminating program information to the public.

Legislation Passed or Pending that Might Affect the Right to Read Program

The State Right to Read Director and the State Assistant Superintendent for Instruction know of no bills which have been introduced into the State Legislature which might affect the Right to Read Program.

Changes in the Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

According to the State Director of Teacher Certification, in the last two years, requirements for reading teachers have increased.

Coordination of Right to Read with Adult Basic Education

Although there are no representatives from Adult Basic Education on either the Right to Read Advisory Council or Task Force, the following coordinational activities take place between Adult Basic Education and Right to Read according to the State Director of Adult Basic Education:

- the State Adult Basic Education Director spends approximately one and one half hours a month on Right to Read activities; and
- the State Right to Read Director and the Adult Basic Education Director consult two or three times a month on matters concerning adult reading needs.

None of the three districts visited for on-site data collection had district Adult Basic Education Programs involved with the Right to Read Program.

APPLIED MANAGEMENT SCIENCES

Effect of Loss of Federal Funding for Right to Read

The State Assistant Superintendent for Instruction and the State Right to Read Director report that the loss of Federal funding would result in the termination of the Right to Read Program in this State unless other resources become available. The Chief State School Officer states that while support staff would be eliminated, the Director's position would be maintained because this salary is paid out of State funds.

APPLIED MANAGEMENT SCIENCES

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STATE PROFILE #8

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	293
Junior High	62
Senior High	34

It is estimated that 21 percent of the schools in this State had implemented the Right to Read Program for at least one year. Forty-six percent (31) of the districts in this State had implemented Right to Read for at least one year.

Projection of Total District Participation in Right to Read

The State Right to Read Director does not anticipate a time when every district in the State will be participating in the Right to Read Program. The District Superintendent/Assistant Superintendent in one of the three districts visited for data collection states that all schools within that district are participating in the Right to Read Program now. The other two district Superintendents state that they either did not know, or that it was not in the district's present plans, to incorporate every school in the district in Right to Read.

APPLIED MANAGEMENT SCIENCES

Training Activities

The State Right to Read Director reports that 393 district personnel received Right to Read training since the start of the program. The training of these people, who represent a total of 31 districts, actually commenced in the second year of the program. Several of these people are district local Right to Read Directors; others are school contact personnel. The contact people serve as a liaison between the local district Right to Read Director and the schools in which the program has been implemented.

A breakdown reflecting the number of local district Directors and school contact personnel trained according to program years follows:

- 8 in 1973-74;
- 175 in 1974-75; and
- 210 in 1975-76.

The State requires 220 hours of training for local district Directors and school contact personnel. However, local district Right to Read Directors report receiving, on the average, 40-119 hours of training in 1973-74, approximately 120 hours in 1974-75, and approximately 40 hours in 1975-76.

To date, approximately 400 principals have received more than 30 training hours and 400 teachers have received more than 210 training hours from the State.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's personal prestige;
- the support of the Chief State School Officer;
- the Director's responsibility for allocating State and Federal Right to Read funds;

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- the Director's responsibility for assisting in determining expenditures of Titles I, II, III, V, and VII of the Elementary and Secondary Education Act funds, and Emergency School Aid Act funds; and
- the Director's salary which is issued from State rather than Federal funds.

Duties of the State Right to Read Advisory Council

The three most important duties of the Right to Read Advisory Council, according to its Chairperson, are:

- amassing public support;
- coordinating Right to Read with other reading programs; and
- disseminating program information.

Legislation Passed or Pending that Might Affect the Right to Read Program

The State Right to Read Director reports that two bills have been passed by the State Legislature since the inception of Right to Read. One dealt with the establishment of a basic skills development program in the early childhood grades. The second dealt with the establishment of certification for reading and language arts research specialists.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

In addition to the establishment of the certification mentioned above, the State Director of Teacher Certification reveals that certification requirements for content area teachers have been increased to include a course in reading methods.

Coordination of Right to Read with Adult Basic Education

The following are the indicators of the extent of coordinational activities between Right to Read and Adult Basic Education as reported by the State Adult Basic Education Director:

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- the State Director of Adult Basic Education spends approximately four hours a month on Right to Read activities;
- the State Director of Adult Basic Education and the State Right to Read Director consult infrequently on matters regarding adult reading needs; and
- there are no representatives from Adult Basic Education on either the Right to Read Advisory Council or Task Force;

An Adult Basic Education Program involved with Right to Read was operating in one of the three districts visited for data collection purposes.

Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer, the State Right to Read Director, and the State Assistant Superintendent for Instruction agree that State funds would be utilized for the continuation of the Right to Read Program if Federal funding were terminated.

APPLIED MANAGEMENT SCIENCES

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STATE PROFILE #9

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program has been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	775
Junior High	428
Senior High	186

It is estimated that 33 percent of the schools in this State had participated in the Right to Read Program for at least one year. Nineteen percent (120) of the districts had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

According to the State Right to Read Director, all school districts in the State have been offered Right to Read training, and all districts are expected to participate in the program by 1977.

APPLIED MANAGEMENT SCIENCES

In one of the three districts visited for on-site data collection, all the schools in the district are participating in Right to Read. In another of the districts the District Superintendent/Assistant Superintendent reports it is not in the district's present plans to involve all schools, and in the third district the Superintendent does not know when to expect that all schools in the district will be participating in the Right to Read Program.

Training Activities

The State Right to Read Director reports that 114 local district Right to Read Directors were trained in the first year of the program, 43 in the second year, 234 in the third year, and 35 in the fourth year.

The State required 240 hours of training in the initial two years of the Right to Read Program, and 120 and 40 hours respectively, in the third and fourth program years.

The local district Right to Read Directors report receiving, on the average, 40 hours of training in 1972-73, and approximately 200 hours of training in 1973-74, 1974-75, and 1975-76.

To date, 57 principals and 182 teachers have received between 40 and 240 hours of Right to Read training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the level of prominence the Right to Read Program holds by placement directly under the Deputy Assistant Superintendent of Instruction;
- informal authority based on the prestige of the position of the Director;
- the Director's support by the Chief State School Officer; and
- the Director's responsibility to assist in the expenditure of funds from the National Right to Read Grant to the State, funds earmarked for reading and inservice education, Title II and III Elementary and Secondary Education Act funds, and General Educational Development funds.

APPLIED MANAGEMENT SCIENCES

Duties of the State Right to Read Advisory Council

The three most important duties of the State Right to Read Advisory Council, according to its Chairperson, are:

- defining criteria of excellence;
- disseminating program information to the public; and
- coordinating Right to Read with other reading programs.

Legislation Passed or Pending that Might Affect the Right to Read Program

The State Assistant Superintendent for Instruction reports that bills were introduced in the State Legislature that would mandate the assessment of pupil progress in reading, and fund inservice education.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

The State Director of Teacher Certification states that in the last two years, there has been an increase in the requirements for reading teacher and the establishment of certification for reading specialist. All changes became effective at the district level in 1973-74.

Pending changes are:

- all teachers must have course work in the instruction of reading, regardless of subject area; and
- at the secondary level, certification in English will not be granted without a course in developmental reading.

Coordination of Right to Read with Adult Basic Education

Information regarding the extent of involvement of Right to Read with Adult Basic Education is unavailable. There were no Adult Basic Education Programs involved with Right to Read in any of the three districts visited for data collection purposes.

APPLIED MANAGEMENT SCIENCES

Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer and the State Right to Read Director agree that the loss of Federal funding for the Right to Read Program in this State would jeopardize the program by limiting its scope and reducing the size of the staff. However, the State would continue to fund the program. The State Assistant Superintendent for Instruction reports that Right to Read would continue only if other resources were available.

APPLIED MANAGEMENT SCIENCES

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STATE PROFILE #10

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	630
Junior High	123
Senior High	93

It is estimated that 21 percent of the schools in the State had participated in the Right to Read Program for at least one year. Twenty-two percent (128) of the districts in the State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director cannot state a year in which every district within the State will be participating in the Right to Read Program.

One of the three district Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection reports that all schools within the district are now participating

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in the Right to Read Program. Another District Superintendent cites 1976 as the year in which all schools will be participating. The third District Superintendent does not know when all schools in that district will be participating in Right to Read.

Training Activities

The State Right to Read Director reported that 35 local district Right to Read Directors received training during the first year of the State Right to Read Program. One hundred forty and 100 received training during the second and third years of the program respectively.

The State requires 240 hours of training in the first and second program years, and 92 in the third. Local district Right to Read Directors report receiving, on the average, 40-119 hours of Right to Read training in 1973-74, approximately 200 hours of training in 1974-75, and approximately 40 hours in 1975-76.

To date, 30 principals have received approximately 200 hours of training. Approximately 30 teachers have received Right to Read training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the directorship as a line rather than staff position;
- the Director also being director of other State reading programs;
- the responsibility of the Director to assist in determining the expenditure of National and State-provided Right to Read funds, and funds from Adult Basic Education, Titles I, II, III, and IV of the Elementary and Secondary Education Act, the State Aid Act, and the State Department of Education Budget Bill;
- the responsibility of the Director to allocate funds from the National Right to Read Grant, State-provided Right to Read funds, the State Aid Act, and the State Department of Education Bill; and
- the Director's salary, which is funded from State education or curriculum funds rather than from Federal funds.

APPLIED MANAGEMENT SCIENCES

Duties of the State Right to Read Advisory Council

The three most important tasks of the State Right to Read Advisory Council, according to the Chairperson, are:

- the planning of the State Right to Read Program;
- defining criteria of excellence; and
- disseminating program information to the public.

Legislation Passed or Pending Which Might Affect the Right to Read Program

The State Assistant Superintendent for Instruction and the State Right to Read Director know of no Right to Read related bills that have been introduced in the State Legislature since the inception of the Right to Read Program.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

According to the State Director of Teacher Certification, there have been no changes in teacher certification in the last two years, nor are any pending.

Coordination of Right to Read with Adult Basic Education

There are no available data to indicate what activities have been coordinated between Right to Read and Adult Basic Education. A representative from Adult Basic Education serves on the State Right to Read Advisory Council.

No Adult Basic Education Programs involved with the Right to Read Program were operating in any of the three districts visited for data collection purposes.

Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer, the Assistant Superintendent for Instruction, and the State Right to Read Director agree that the loss of Federal funds for the Right to Read Program would jeopardize its continuation. Efforts would be made to continue the program in the State, but other funding sources would have to be identified.

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STATE PROFILE # 11

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	66
Junior High	11
Senior High	3

It is estimated that four percent of the schools in this State had participated in the Right to Read Program for at least one year. Eighteen percent (54) of the districts in the State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director predicts 1978 as the year in which every district in the State will be participating in the Right to Read Program.

APPLIED MANAGEMENT SCIENCES

The District Superintendent/Assistant Superintendent for Instruction from one of the three districts visited for on-site data collection reports that all schools within the district are now participating in the Right to Read Program. The Superintendents from the other two districts report that it is not part of the districts' present plans to involve all schools within their districts in the Right to Read Program.

Training Activities

The State Right to Read Director reports that a total of 250 local district Right to Read Directors received training since the inception of the Program. Sixty-eight were trained in the first year of the Program, 72 were trained in the second year, and 110 were trained in the third year.

Two hundred training hours were required by the State in the program's first year. One hundred and eighty hours were required in the second year, and 100 hours were required in the third year.

Local district Right to Read Directors report that they received on the average, between 40 and 119 hours of training in 1973-74, approximately 120 hours in 1974-75, and between 40 and 119 hours in 1975-76.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's support from the Chief State School Officer;
- the Director's responsibility to determine the priorities of expenditure of funds from the National Right to Read Grant to the State, Title I, II, III, IV, V, and VII of the National Defense Education Act, State Right to Read grant, Emergency School Aid Act, and, from Special, Vocational, and Career Education programs; and
- the Director's salary, which is paid from State rather than Federal funds.

APPLIED MANAGEMENT SCIENCES

Duties of the State Right to Read Advisory Council

The Chairperson of the Right to Read Advisory Council listed the council's three most important duties as:

- planning the State Right to Read Program;
- coordinating Right to Read with other programs; and
- evaluating the State Right to Read Program.

Legislation Passed or Pending That Might Affect the Right to Read Program

The State Assistant Superintendent for Instruction and the State Right to Read Director know of no bills that were introduced in the State Legislature which affect Right to Read.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

The State Director of Teacher Certification states that all teachers are now required to take a reading course and in the last two years certification for reading supervisor has been established.

Coordination of Right to Read with Adult Basic Education

The following are indicators of the extent of coordination between Right to Read and the Adult Basic Education Program as reported by the State Director of Adult Basic Education:

- the State Right to Read Program and the Adult Basic Education Program have utilized the same staff for in service programs and publicity;
- Adult Basic Education has a representative on the Right to Read Task Force;
- the Director of Adult Basic Education spends approximately five hours a month on Right to Read activities; and
- the State Right to Read Director and the State Director of Adult Basic Education consult two or three times a month on matters concerning adult reading needs.

Adult Basic Education Programs were not involved with Right to Read in any of the three districts visited for data collection.

APPLIED MANAGEMENT SCIENCES

Effect of the Loss of Federal Funding for Right to Read

Both the State Assistant Superintendent for Instruction and the State Right to Read Director report that the State would fund the Right to Read Program should Federal funding be terminated.

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STATE PROFILE #12

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	104
Junior High	52
Senior High	36

It is estimated that approximately 14 percent of the schools in this State had been participating in the Right to Read Program for at least one year. Twenty-one percent (26) of the districts in this State had been participating in Right to Read for at least one year.

Projection of Total Participation in Right to Read

According to the State Right to Read Director, all school districts within the State will be participating in the Right to Read Program by 1980. According to the District Superintendent/ Assistant Superintendent for Instruction in one of the three districts visited for on-site data collection, 1976 is the year in which all schools in that district will be participating in the Right to Read Program. The second district Superintendent states it is not part

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of the district's present plans to involve all schools, and the third district Superintendent does not know when all schools in that district will be participating in the Right to Read Program.

Training Activities

The State Right to Read Director reports that 14 local district Right to Read Directors were trained in the initial year of State participation in Right to Read. Fifteen and 22 were trained in the second and third years of the program respectively.

All first-year Directors are required by the State to attend 240 hours of training and 30 hours are required for Directors in all subsequent years of program participation.

Local district Right to Read Directors report receiving on the average, approximately 40 hours of training in 1973-74, approximately 120 hours in 1974-75, and almost 200 hours in 1975-76.

To date, 100 principals have attended 30 hours of State-provided Right to Read training as part of a State Right to Read Program especially geared towards principals.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the position of the Right to Read Director as a line rather than a staff position;
- the Director's power or influence to determine or assist in determining the priorities of expenditure of the National Right to Read Grant, State-provided Right to Read and other reading funds, Titles I, II, III, V of the Elementary and Secondary Education Act, General Education Development, and Special Career, Adult, Adult Basic and Vocational Education funds;
- the Director's responsibility for allocating the National Right to Read Grant and State-provided Right to Read funds; and
- the Director's accountability to the State Assistant Superintendent for Instruction.

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Duties of the State Right to Read Advisory Council

The Chairperson of the State Right to Read Advisory Council reports that the three most important duties of the council are:

- amassing public support;
- planning the State Right to Read Program; and
- coordinating Right to Read with other reading programs.

Legislation Passed or Pending Than Might Affect the Right to Read Program

Both the State Assistant Superintendent for Instruction and the State Right to Read Director report that a bill was introduced in the State Legislature, citing the improvement of reading ability of students in the public schools as the top priority goal for education in the State. It was resolved that proficiency in reading will be a major emphasis for the five-year period from 1973 to 1978, and during the same time period the average reading achievement test score for each school system shall be at grade school level when compared with the National norm.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

There have been no changes in teacher certification requirements in reading in the last two years.

Coordination of Right to Read with Adult Basic Education

The following are indicators of the extent of coordination between Right to Read and Adult Basic Education as reported by the State Director of Adult Basic Education:

- the State Director of Adult Basic Education spends approximately 35 hours a month on Right to Read activities;
- the State Right to Read Director and the State Director of Adult Basic Education consult at least weekly on matters regarding the administration of adult reading programs;

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- Adult Basic Education and Right to Read work closely together in workshops; and
- Adult Basic Education has a representative on both the State Right to Read Advisory Council and Task Force.

An Adult Basic Education Program was involved with Right to Read in one of the three districts visited for on-site data collection.

Effect of the Loss of Federal Funding for Right to Read

Both the State Right to Read Director and the State Assistant Superintendent for Instruction indicate that Right to Read will continue in the State, which would use its own resources if Federal funding were eliminated. The Chief State School Officer states that the loss of funds would have a detrimental effect in that the encouragement and enlightenment from key people would be lost. Morever, other funds would be needed to continue the Right to Read Program.

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STATE PROFILES #13

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	111
Junior High	10
Senior High	16

It is estimated that the Right to Read Program had been operational for at least one year in 12 percent of the schools in this State. Right to Read had been operational in 12 percent (19) of the districts in the State for at least one year.

Projection of Total Participation in Right to Read

According to the State Right to Read Director, every school district in the State will be participating in the Right to Read Program by 1980.

Reports of the District Superintendents/Assistant Superintendents for Instruction in the three districts visited for on-site data

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collection indicate that one of the three districts expects that by 1977 all schools within that district will be participating in the Right to Read Program. In another of the districts it is not known when to expect that all schools will be participating, and in the third district it is not part of their present plans to include all schools in the Right to Read Program.

Training Activities

According to the State Right to Read Director, eight local Right to Read Directors were provided training in the initial year of the State Right to Read Program. Fourteen were trained in the second year and 25 were trained in the third year of the program.

The State requires 240 hours of training for new local Right to Read Directors. The Directors receive three semester credit hours for this training. Local district Right to Read Directors report that they received approximately 120 hours of training in 1974-75 and 1975-76.

The State Right to Read Director reports that training has been provided to principals, however, the number receiving training is not known. No training has been provided to teachers.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the personal prestige of the Director;
- the Director's support by the Chief State School Officer;
- the Director's responsibility to determine the expenditure of funds from the National Right to Read Grant to the State, State reading and Right to Read funds, and funds from Titles I and II of the Elementary and Secondary Education Act;
- the Director's responsibility to coordinate funds for planning and personnel from other State reading programs with Right to Read; and

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- the Director's responsibility to allocate Federal and State Right to Read funds, and funds from Title I of the Elementary and Secondary Education Act.

Duties of the State Right to Read Advisory Council

There is no Right to Read Advisory Council in this State. Instead, the State Right to Read Director has engaged a well known reading consultant who serves in an advisory capacity.

Legislation Passed or Pending That Might Affect the Right to Read Program

The State Assistant Superintendent for Instruction reports that bills dealing with adult education, special education, and the disadvantaged have been passed, and that these bills might affect the Right to Read Program.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

There have been no changes in teacher certification requirements in the last two years, nor are any pending.

Coordination of Right to Read with Adult Basic Education

According to the State Director of Adult Basic Education, the following coordinational activities take place with Right to Read:

- the Adult Basic Education Director spends approximately eight hours a month on Right to Read activities;
- the Adult Basic Education Director and the State Right to Read Director consult at least weekly on matters regarding administration of adult reading programs; and
- Adult Basic Education has a representative on the Right to Read Task Force.

Adult Basic Education Programs were involved with Right to Read in two of the three districts visited for on-site data collection.

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Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer reports that the loss of Federal funds for Right to Read in this State would result in the elimination of the position of the State Right to Read Director. Without the Director, who is not a State employee, it would be difficult to continue the Right to Read effort. The State Assistant Superintendent for Instruction agrees with the Chief State School Officer but also believes that the program would be continued with State funds.

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STATE PROFILE #14

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	85
Junior High	10
Senior High	10

It is estimated that Right to Read had been operational in at least 12 percent of the schools in this State for at least one year. Right to Read had been implemented in at least seven percent (37) of the districts in this State for one year or more.

Projection of Total Participation in Right to Read

The State Right Read Director cites 1980 as the year in which all school districts in the State will be participating in the Right to Read Program.

Two of the District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection indicate that all schools within their districts are now participating in the Right to Read Program. The third District Superintendent indicates that all schools within that district are expected to be involved by 1976.

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Training Activities

The State Right to Read Director reports that five local district Right to Read Directors received training from the State during the initial year of the program. Another 12 were trained in the second year, and nine were trained in the third year.

The State requires a total of 30 hours of training for local district Right to Read Directors in their first year in the program. There is no training required in succeding years of the program.

The local district Right to Read Directors report receiving, on the average, fewer than 40 hours of training in 1973-74, approximately 120 hours in 1974-75, and about 40 hours in 1975-76.

To date, nine principals have received 30 hours of State-provided Right to Read training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the distinction of serving as the only reading staff member in the State Department of Education, and, hence, according to the Chief State School Officer, "She becomes the total focus of our (State Educational Agency) reading effort";
- the personal prestige of the Director;
- the Director's power to assist in determining the expenditures of the National Right to Read Grant, Title I, II, III, and IV Elementary and Secondary Education Act funds, and of Adult, Scpecial, Vocational, and Adult Basic Education funds; and
- the Director's responsibility for allocating the funds from National Right to Read Grant.

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Duties of the State Right to Read Advisory Council

The Chairperson lists the following as the most important duties of the State Right to Read Advisory Council:

- amassing public support;
- disseminating Right to Read information to the public; and
- supplying schools and librarians with books.

Legislation Passed or Pending that Might Affect the Right to Read Program

The Assistant Superintendent for Instruction reports that legislation has been passed since the inception of Right to Read that deals with the formation of a Certification Advisory Committee to the State Board of Education. The Committee will be responsible for reviewing certification requirements.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

The State Director of Teacher Certification reports that a certification program for reading specialist has been established in the last two years and a detailed study of the reading supervisor certificate is being planned. The Teacher Certification Director also notes that the Certification Advisory Committee is presently reviewing all certificates for possible changes.

Coordination of Right to Read with Adult Basic Education

The following are indications of the extent of coordinational activities between Adult Basic Education and Right to Read as reported by the State Director of Adult Basic Education:

- the Adult Basic Education Director spends approximately five to ten hours a month on Right to Read activities;
- the State Right to Read Director and the Adult Basic Education Director consult weekly;
- Right to Read developed basic skill materials for adults and a handbook for teaching reading to adults; and
- Adult Basic Education does not have representatives on either the Right to Read Advisory Council or Task Force.

Adult Basic Education Programs were involved with Right to Read in two of the three districts visited for on-site data collection.

Effect of the Loss of Federal Funding for Right to Read

The State Assistant Superintendent for Instruction and the State Right to Read Director report that the loss of Federal funding for the Right to Read Program would result in the termination of the program unless other funds were available. The Chief State School Officer states that the loss of Federal funds would eliminate present staff support for reading consulting.

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STATE PROFILE #15

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January, 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	217
Junior High	41
Senior High	24

It is estimated that at least 11 percent of the schools in this State had participated in Right to Read for at least one year. Nine percent (31) of the districts in the State had participated in the Right to Read Program for at least one year.

Projection of Total Participation in Right to Read

According to the State Right to Read Director, all school districts within the State will be participating in the Right to Read Program by 1980. The District Superintendent/Assistant Superintendent for Instruction in the three districts visited for on-site data collection report that all schools within their districts are now participating in the Right to Read Program.

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Training Activities

The State Right to Read Director reports that 11 local district Right to Read Directors were trained during the first year of the Program in the State. Twenty-two Directors were trained during the second year and 22 in the third year of the program.

The State requires that local district Right to Read Directors attend 240 hours of training in their initial year of the program and 80 hours in subsequent years.

The local district Right to Read Directors report receiving on the average, fewer than 40 hours of training in 1973-74, between 40 and 119 hours in 1974-75, and approximately 120 hours in 1975-76.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the prestige of the position of Director;
- the personal prestige of the Director;
- the Director's authority to initiate contact with other divisions within the State Department of Education; and
- the Director's responsibility for determining and allocating the expenditures of the National Right to Read Grant to the State.

Duties of the State Right to Read Advisory Council

According to the Chairperson of the State Right to Read Advisory Council, the Council's three most important activities are:

- planning the State Right to Read Program;
- developing curriculum; and
- defining criteria of excellence.

Legislation Passed or Pending that Might Affect the Right to Read Program

The State Right to Read Director and the State Assistant Superintendents for Instruction (Division Chief in this State) report that a bill was introduced in the legislature with the

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objective of enabling all students to read to the fullest of their capabilities. This bill was defeated.

Changes in Teacher Certification That Are Pending or Have Been Implemented in the Last Two Years

There have been no changes in teacher certification in the last two years in this State. However, changes have been proposed for the establishment of certification for reading specialists and two-year provisional reading certification to be based on performance evaluation.

Coordination of Right to Read with Adult Basic Education

According to the State Director of Adult Basic Education:

- the Adult Basic Education Director spends approximately two hours a month on Right to Read activities;
- the State Director of Right to Read and the State Director of Adult Basic Education consult infrequently on matters concerning the administration of adult reading programs;
- there are no representatives from Adult Basic Education on either the Right to Read Advisory Council or Task Force; and
- Right to Read has addressed adult reading needs by developing a curriculum for adults.

No Adult Basic Education Programs were involved with Right to Read in any of the three districts visited for on-site data collection.

Effect of the Loss of Federal Funds for Right to Read

According to the Chief State School Officer, the loss of funds would result in the termination of the Right to Read Program and the position of the Director. Without a Program Director, no one would provide technical assistance to the districts or serve as liaison between the State Department of Education and professional associations. The Right to Read Director believes that the lack of Federal funds would lead to the termination of the program unless other funds became available, while the State Assistant Superintendent for Instruction states that the Program would be discontinued.

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STATE PROFILE #16

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January, 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	40
Junior High	20
Senior High	10

It is estimated that Right to Read had been implemented in approximately three percent of the schools in this State for at least one year. The Right to Read program had been operational in approximately five percent (20) of the districts in this State for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director does not anticipate a year in which every district in the State will participate in the Right to Read Program. All three District Superintendents/Assistant Superintendents for Instruction in the three districts visited for on-site data collection report that all the schools in their districts are now participating in the Right to Read Program to some extent.

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Training Activities

The State Right to Read Director reports that, since the start of the Right to Read Program, the State has provided training for a total of 80 local district Right to Read Directors. Twenty-one Directors were provided training in the first year of the program; 19 in the second year; and 40 in the third year.

Local district Right to Read Directors are required to take 100 hours of training in the initial year of the program. Forty-eight hours are required in the second year, 32 hours are required in the third year, and 8 hours are required in the fourth program year.

Local district Right to Read Directors report receiving, on the average, almost 240 hours of training in 1973-74, between 40 and 119 hours of training in 1974-75, and fewer than 40 hours in 1975-76.

To date, 110 principals have received approximately 16 hours of Right to Read training from the State.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's responsibility to assist in determining priorities for expenditure of funds from the National Right to Read Grant to the State, from Titles I and II of the Elementary and Secondary Education Act, and from Title III of the National Defense Education Act; and
- the Director's responsibility for allocating the expenditure of funds from the National Right to Read Grant to the State.

Duties of the State Right to Read Advisory Council

The three most important duties of the Right to Read Advisory Council are listed by its Chairperson as:

- defining criteria of excellence;
- disseminating program information to the public; and
- conveying suggestions and advice from constituents to Right to Read Advisory staff.

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Legislation Passed or Pending that Might Affect the Right to Read Program

Both the State Right to Read Director and the State Assistant Superintendent for Instruction report that a bill stipulating that every school district must hire a reading specialist for grades K-12 has been passed in the State.

Changes in Teacher Certification that Are Pending or Have Been Implemented in the Last Two Years

The State Director of Teacher Certification states that it is now mandated that all teachers in grades K-12, regardless of subject area, take at least one course in reading for certification.

Coordination of Right to Read with Adult Basic Education

The following are indications of the extent of coordination activities between Right to Read and Adult Basic Education as related by the State Director of Adult Basic Education:

- the State Director of Adult Basic Education spends approximately 15 hours a month on Right to Read activities;
- the State Director of Adult Basic Education and the State Right to Read Director consult monthly on matters regarding the administration of adult reading programs;
- Adult Basic Education has a representative on the Right to Read Advisory Council; and
- Right to Read is working cooperatively through local districts to establish tutoring programs for adults.

In two of the three districts visited for on-site data collection, Adult Basic Education programs were found to be coordinating activities with Right to Read.

Effect of the Loss of Federal Funding for Right to Read

The State Right to Read Director reports that with the loss of Federal funding, the Right to Read Program in this State would be discontinued and the duties of the Right to Read Director and staff would be revised. According to the Chief State School Officer, the program would lose its leadership, and could only

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continue in districts where teachers and principals are committed to Right to Read. Moreover, the loss of funding would be perceived as an example of the Federal government starting a program and then abandoning it, causing the government to lose credibility. Finally, the State Assistant Superintendent for Instruction states that the program could only be continued if other resources were available.

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STATE PROFILE #17

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	142
Junior High	25
Senior High	23

It is estimated that the Right to Read Program had been operational in approximately 46 percent of the schools in this State at least one year. Eighty-eight percent (35) of the districts in this State had been participating in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director predicts that by 1980 every district in this State will be participating in the Right to Read Program.

The District Superintendents in the three districts visited for on-site data collection report the anticipated date by which all schools in their districts will be participating in Right to Read.

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One Superintendent reports 1978 as the year, another Superintendent reports that all schools are now participating, and the third Superintendent does not know when all schools in that district will be participating in the Right to Read Program.

Training Activities

The State Right to Read Director reports 20 local district Right to Read Directors were trained in each of the years the program has been operational.

One hundred eighty training hours are required by the State in the first program year, 180 are required in the second year, and 144 are required in the third year. Six semester credit hours are offered for this training.

The local district Right to Read Director reports receiving, on an average, fewer than 40 hours of training in 1973-74, between 120 and 199 hours in 1974-75, and approximately 40 hours in 1975-76.

Six principals have received 180 hours of Right to Read training and 300 teachers received from 15 to 180 hours of training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the personal prestige of the Director;
- the Director's support by the Chief State School Officer; and
- the Director's authority to determine the expenditure of funds from the National Right to Read Grant to the State.

Duties of the State Right to Read Advisory Council

The most important duties of the Right to Read Advisory Council are cited by its Chairperson to be:

- amassing public support; and
- disseminating program information.

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Legislation Passed or Pending That Might Affect the Right to Read Program

The State Assistant Superintendent for Instruction reports that in this State, State Board of Education policy has the same impact on schools as legislation. A policy on basic competency in reading was passed by the State Board of Education in the latter part of 1975. This policy will have a far-reaching impact on promoting the importance of effective reading instruction throught the State.

Changes in Teacher Certification That Are Pending Or Have Been Implemented in the Last Two Years

In the last two years, certification for reading specialist or supervisor and an increase in certification requirements for reading teachers have been established according to the State Director of Teacher Certification.

Coordination of Right to Read with Adult Basic Education

The following are indications of the extent of coordination between Adult Basic Education and Right to Read as reported by the State Director of Adult Basic Education:

- the State Director of Adult Basic Education spends approximately five hours a month on Right to Read activities;
- the State Director of Adult Basic Education and the Right to Read Director consult two or three time a month on matters regarding adult literacy; and
- there are no representatives from Adult Basic Education on either the Right to Read Advisory Council or Task Force.

Adult Basic Education Programs were coordinated with Right to Read in all three districts visited for on-site data collection.

Effect of the Loss of Federal Funding for Right to Read

The Right to Read Director, the State Assistant Superintendent for Instruction, and the Chief State School Officer agree that without Federal funding, the Right to Read Program would be discontinued in this State.

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STATE PROFILE #18

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	144
Junior High	24
Senior High	20

It is estimated that the Right to Read Program had been operational in at least 40 percent of the schools in this State for one year or more. Approximately eight percent (12) of the districts in this State had been participating in Right to Read for at least one year.

Projection of Total Participation in Right to Read

According to the State Right to Read Director, by 1978 every district within the State will be participating in the Right to Read Program.

One of the three District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection

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reports that all schools within that district are now participating in the Right to Read Program. The second District Superintendent reports that all grades one through eight are participating but it will be difficult to get the high schools involved. Data from the third district were unavailable.

Training Activities

The State Right to Read Director reports that four local district Right to Read Directors were trained in the initial year of the program, seven were trained in the second year, and 17 were trained in the third year.

The State requires 240 hours of training for each program year. The local district Right to Read Directors report receiving, on an average, approximately 40 hours of training in 1973-74, between 120 and 199 hours in 1974-75, and approximately 120 hours in 1975-76.

The State Right to Read Director reports that 132 principals have received 491 hours of Right to Read training. In addition, according to the State Right to Read Director, 2,677 teachers have received 603 hours of training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on the Director:

- occupying a position of formal authority and leadership in the State Department of Education;
- having direct access to the Chief State School Officer, even though the immediate supervisor is the Chief of the Division of Instruction;
- having the responsibility for assisting in determining the expenditures of the National Right to Read Grant, Titles I, II, III, IV, V, and VII Elementary and Secondary Education Act funds, Title III National Defense Education Act funds, and Vocational and Adult Basic Education funds; and
- having the responsibility for allocating the expenditures of the National Right to Read Grant.

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Duties of the State Right to Read Advisory Council

There is no State Right to Read Advisory Council in this State.

Legislation Passes or Pending That Might Affect the Right to Read Program

The State Assistant Superintendent for Instruction reports that the legislature passed a bill which reinforced the local district's responsibility for adult education.

Changes in Teacher Certification That Are Pending or Have Been Implemented in the Last Two Years

Within the last two years, this State has increased the certification requirements for reading specialists from a required 18 hours in reading to a Master's Degree. The title of reading teacher was eliminated. Also, certification for reading supervisor was established.

Coordination of Right to Read with Adult Basic Education

The following are further indications of the extent of coordination between Right to Read and Adult Basic Education as reported by the State Adult Basic Education Director:

- the State Director of Adult Basic Education spends approximately five hours a month on Right to Read activities;
- the State Director of Adult Basic Education and the State Right to Read Director meet at least weekly; and
- Adult Basic Education has no representative on either the Right to Read Advisory Council or Task Force.

An Adult Basic Education Program was involved with Right to Read in one of the three districts visited for data collection.

Effect of the Loss of Federal Funding for Right to Read

The State Assistant Superintendent for Instruction reports that while Right to Read would continue, the loss of Federal funds would jeopardize the position of its Director. The Chief State School

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Officer would recommend the use of State funds to retain the position of Right to Read Director, otherwise Right to Read would no longer exist in the State. The State Right to Read Director feels that the Program would be discontinued with the loss of Federal funding.

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STATE PROFILE #19

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	238
Junior High	22
Senior High	14

It is estimated that the Right to Read Program had been operational in 11 percent of the schools in this State for at least one year. Approximately 27 percent (158) of the districts in the State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director expects that by 1980, every school district in the State will be participating in Right to Read.

According to the data collected from the District Superintendents/ Assistant Superintendents during on-site investigations in three districts, every school in two of the districts is presently participating in the Right to Read Program. The Superintendent in the third

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district anticipates that all schools in that district will be participating in the Right to Read Program by 1980.

Training Activities

The State Right to Read Director reports that Right to Read training in this State is set up differently from training in most of the Right to Read States. An intermediate level of 28 county or diocesan resource personnel received 200 hours of training in the first year of the program. They, in turn, provided training to 220 local district Right to Read Directors in the second program year and are now providing training to 60 Directors this year. Following training, these resource people monitor the programs implemented by the local Right to Read Directors.

The State requires 175 hours of training in the first year of the Program and 30 hours in the second. There appear to be no specific requirements for hours of training for subseqeunt program years.

The local district Right to Read Directors report receiving, on the average, fewer than 40 hours of training in 1973-74, and approximately 40 hours in 1974-75 and 1975-76.

Neither principals nor teachers received training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the placement of the directorship under the supervision of the State Assistant Superintendent for Instruction;
- the Director's assistance in determining the priorities of expenditures of funds from the National Right to Read Grant to the State, State provided Right to Read and other reading funds, Title I, II, III, IV, V, and VII Elementary and Secondary Education Act funds, Emergency School Aid Act funds, and Special, Vocational, and Career Education funds;
- the Director's responsibility for the allocation of Federal and State Right to Read funds; and
- the Director's salary, which is allocated from State Education or curriculum funds rather than from Federal funds.

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Duties of the State Right to Read Advisory Council

According to the Chairperson of the State Right to Read Advisory Council, the three most important duties of the council are:

- planning a State Right to Read Program;
- developing program objectives; and
- disseminating program information to the public.

Legislation Passed or Pending That Might Affect the Right to Read Program

The State Assistant Superintendent for Instruction reports that a plan to establish a county system might affect Right to Read. Should Federal funding be lost, the Program could be incorporated into this regional system.

Changes in Teacher Certification Than are Pending or Have Been Implemented in the Last Two Years

Changes occurring in teacher certification in the last two years in the State are the establishment of certification for reading specialist and supervisor, and an increase in the requirements for reading teacher. The introduction of reading competency teaching requirements for K-12 for all subject areas is pending.

Coordination of Right to Read with Adult Basic Education

Although Right to Read attempted to address adult reading needs by including Adult Basic Education in the statewide Right to Read priorities, its aim, according to the Director of Adult Basic Education, has been to increase the reading competency of students in grades K-12 as opposed to increasing the competency of adults.

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The following are indications of the extent of coordination between Right to Read and Adult Basic Education as reported by the State Director of Adult Basic Education:

- the State Director of Adult Basic Education spends approximately one hour a month on Right to Read activities;
- the Supervisor of Adult Basic Education spends approximately five hours a month on Right to Read activities;
- the State Director of Adult Basic Education and the State Right to Read Director consult monthly on matters regarding the administration of adult reading programs; and
- Adult Basic Education has a representative on the Right to Read Task Force.

No Adult Basic Education Programs were involved with Right to Read in any of the three districts visited for on-site data collection.

Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer states that the loss of Federal funds for the Right to Read Program in this State would result in the reduction in staff, a move which would severely impinge on the provision of in-service training in reading on a statewide basis. Moreover, the loss of funds would limit the materials available to districts for staff development programs. With funds from other sources, the State Department of Education (specifically the Right to Read Office) would be able to continue to provide guidance and services to the districts. The State Right to Read Director and the State Assistant Superintendent for Instruction agree that Right to Read would continue only if other resources were available.

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STATE PROFILE #20

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	290
Junior High	50
Senior High	77

It is estimated that at least 23 percent of the schools in this State had been participating in Right to Read at least one year. Approximately 31 percent (58) of the districts in the State had participated in Right to Read for at least a year.

Projection of Total Participation in Right to Read

The State Right to Read Director cites 1980 as the year in which every district in the State will be participating in the Right to Read Program, contingent on the continuation of Right to Read funding.

APPLIED MANAGEMENT SCIENCES

Two of the three District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection report that all schools within their districts are now participating in the Right to Read Program. The third Superintendent reports it is not part of the district's present plans to include all schools in the district in the Right to Read Program.

Training Activities

The State Right to Read Director reports that 127 local district Right to Read Directors have been trained since the start of the program in this State. Forty-eight were trained during the first program year, 55 were trained during the second year, and 24 were trained during the third year.

The State requires 220 hours of training in the initial year of the Program, and 160 in the subsequent program years.

Local district Right to Read Directors report receiving, on the average, between 40 and 119 hours of training in 1973-74, approximately 120 hours in 1974-75, and approximately 40 hours in 1975-76.

In 1973-74, approximately 160 principals were provided with 10 Right to Read training hours from the State. One hundred and thirty-five principals were provided with six training hours in 1975-76.

Frequent in-service training has been conducted at the district level for teachers since the start of Right to Read in the State.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's support by the Chief State School Officer; and
- the Director's responsibility to allocate the expenditures of funds from the National Right to Read Grant to the State.

Duties of the State Right to Read Advisory Council

The Chairperson of the Right to Read Advisory Council cites the following as the most important duties of that body:

- defining criteria of excellence;
- evaluating the State Right to Read Program;
- amassing public support;
- coordinating Right to Read with other reading programs; and
- disseminating Right to Read information to the public.

Legislation Passed or Pending That Might Affect the Right to Read Program

The State Right to Read Director states that since the inception of Right to Read in the State, a bill was introduced and passed in the legislature to establish an instructional assistance program. This assistance program involves the utilization of teachers and para-professionals in the teaching of reading.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

All teachers in fields requiring a language sequence (e.g., Educable Mentally Retarded, Learning Disabilities or English as a Second Language) must have a course in reading.

Pending changes in teacher certification are:

- the development of common requirements for all teachers by a study committee;
- the development of criterion referenced tests to determine the skill level of teachers; and
- the development of on-the-job assessment procedures to determine teacher competency.

Coordination of Right to Read with Adult Basic Education

The following are indications of the extent of coordination between Adult Basic Education and Right to Read as reported by the State Director of Adult Basic Education:

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- the State Director of Adult Basic Education does not spend any time on Right to Read activities;
- the State Director of Adult Basic Education and the State Right to Read Director meet infrequently to consult on matters regarding adult reading; and
- Adult Basic Education does not have a representative on either the Right to Read Advisory Council or Task Force.

A district Adult Basic Education Program was involved with Right to Read in one of the three districts visited for on-site data collection.

Effect of the Loss of Federal Funding for Right to Read

The State Right to Read Director and the State Assistant Superintendent for Instruction agree that if Federal funds were terminated, the Right to Read Program would continue in the State if replacement funds were located in the State budget. The State Right to Read Director adds that the program would continue as a strategy at the district level.

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STATE PROFILE #21

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	491
Junior High	50
Senior High	37

It is estimated that 29 percent of the schools in this State had participated in Right to Read for at least one year. Approximately 38 percent (57) of the districts in this State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

According to the State Right to Read Director, all school districts within the State will be participating in the Right to Read program by 1978.

APPLIED MANAGEMENT SCIENCES

Two of the three District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection report that all schools within their districts are now participating in the Right to Read Program. The third Superintendent reports that all schools in that district will be participating by 1977.

Training Activities

The State Right to Read Director reports that 31 local district Right to Read Directors were trained in the second year of the Program in this State. Information regarding the number of Directors trained for the first, third, and fourth years of the Program is not available.

One hundred twenty training hours are required by the State for local district Right to Read Directors for the first, second, and third program years. Information on fourth year training requirements is not available. Local district Right to Read Directors report receiving, on the average, fewer than 40 hours of training in 1972-73, between 40 and 119 hours of training in 1973-74, and approximately 40 hours in 1974-75 and 1975-76.

To date, approximately 2,000 teachers have received Right to Read training. The number of hours of training they received is not known.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's power or influence to determine or assist in determining the priorities of expenditure of the National Right to Read Grant to the State, State-provided Right to Read funds, funds from Title I, II, and VII of the Elementary and Secondary Education Act, and those from Special, Career and Vocational Education programs; and
- the Director's support by other personnel in the SEA division in which Right to Read is located.

Duties of the State Right to Read Advisory Council

The Chairperson of the State Right to Read Advisory Council lists the following duties as the most important functions of that body:

- amassing public support;
- disseminating Right to Read information to the public; and
- evaluating the State Right to Read Program.

Legislation Passed or Pending That Might Affect the Right to Read Program

Both the State Assistant Superintendent for Instruction and the State Right to Read Director report that a bill was introduced and passed in the legislature requesting an appropriation of $750,000 to establish 117 classrooms designated for primary reading, to provide staff development in reading, and to evaluate the State reading program.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

According to the State Director of Teacher Certification, within the last two years there has been an increase in the requirements for reading teacher and reading specialist certification. Reading competency guidelines for certification have also been adopted.

Coordination of Right to Read with Adult Basic Education

According to the State Director of Adult Basic Education, the objectives of the Right to Read Program are incongruent with those of Adult Basic Education because they do not consider the reading needs of adults. In his opinion, the target of Right to Read should be both children and adults.

Based on the following information from the State Director of Adult Basic Education, no coordination has occurred between the Adult Basic Education and Right to Read Programs at the State level.

- There has been no consultation between the Directors of Adult Basic Education and Right to Right to Read;

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- the Director of Adult Basic Education spends no time on Right to Read activities; and
- Adult Basic Education is represented on neither the Right to Read Advisory Council or Task Force.

An Adult Basic Education Program was involved with Right to Read in one of the three districts visited for data collection.

Effect of the Loss of Federal Funds for Right to Read

The Chief State School Officer (Superintendent for Instruction in this State) feels that the loss of Federal funds for Right to Read would be a setback, but would not cause the termination of the program in the State. Right to Read now has a small component of the 1975-77 budget appropriated for reading. The State Right to Read Director reports that there are plans to conduct a seminar in institutionalizing Right to Read to ensure its continuation regardless of Federal funding. Finally, the State Assistant Superintendent of Instruction (Special Assistant for Curriculum in this State) reports that Right to Read would continue with State resources.

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STATE PROFILE #22

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	169
Junior High	68
Senior High	39

It is estimated that Right to Read had been operational in at least five percent of the schools in this State for at least one year. Right to Read had been operational in approximately 11 percent (125) of the districts in this State for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director predicts that by 1976, every school district in this State will be participating in the Right to Read Program.

APPLIED MANAGEMENT SCIENCES

In one of the three districts visited for on-site data collection, the District Superintendent/Assistant Superintendent for Instruction reported that all schools in that district are now participating in the Right to Read Program. The other two District Superintendents reported that by 1977 and 1979 respectively all schools in their districts will be participating in the Right to Read Programs.

Training Activities

The State Right to Read Director reports that 45 local district Right to Read Directors were trained in the first year of the program. Eighty-one were trained the following year, and 102 Directors will be trained in the third program year.

Two hundred and forty training hours are required in each of the Program years. Local District Right to Read Directors reported receiving, on the average, between 40 and 119 hours of training in 1973-74, almost 120 training hours in 1974-75, and between 120 and 199 hours in 1975-76.

To date, 174 principals and 52 teachers have received 240 hours of Right to Read training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's personal prestige;
- the Director's support by the Chief State School Officer;
- the Director's responsibility for allocating expenditure of funds from the National Right to Read Grant; and
- the Director's responsibility to assist in determining the priorities of expenditure of the National Right to Read Grant, State Right to Read funds, Titles I, II, III, IV, V, and VII Elementary and Secondary Education Act funds, Title III National Defense Education Act funds, and Emergency School Aid Act funds.

Duties of the State Right to Read Advisory Council

The three most important duties of the Right to Read Advisory Council, according to its Chairperson, are:

- planning the State Right to Read Program;
- coordinating the program with other reading programs; and
- evaluating the Right to Read Program.

Legislation Passed or Pending That Might Affect the Right to Read Program

To date, according to the State Right to Read Director, no bills affecting Right to Read have been introduced in the State Legislature.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

Within the last two years, certification for reading specialist has been established.

Coordination of Right to Read with Adult Basic Education

The extent of coordination between Adult Basic Education and Right to Read is indicated by the following information from the State Director of Adult Basic Education:

- the Director of Adult Basic Education spends about sixteen hours a month on Right to Read activities;
- Adult Basic Education is represented on the Right to Read Task Force; and
- the Directors of Adult Basic Education and Right to Read consult two or three times a month.

No Adult Basic Education Programs were operating in any of the districts visited for data collection purposes.

Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer reports that the loss of Federal funding would slow the rate of implementation into new districts. The position of the State Right to Read Director would be maintained. According to the State Right to Read Director the program would continue, but would be severely curtailed.

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STATE PROFILE #23

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	106
Junior High	14
Senior High	14

It is estimated that approximately 45 percent of the schools in this State had participated in the Right to Read Program for at least one year. Seventy-five percent (24) of the districts in this State had participated in the Right to Read Program for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director reports that by 1978 all school districts within the State will be participating in the Right to Read Program.

APPLIED MANAGEMENT SCIENCES

Two of the District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection indicate that all schools in their districts are now participating in the Right to Read Program. The third district Superintendent does not know when all schools within that district will be participating.

Training Activities

The State Right to Read Director reports that 21 local district Right to Read Directors were trained in the initial year of the State's Right to Read Program. Another 11 were trained in the second year of the program. Information on the number of Directors trained in the third program year is unavailable. Beginni.g this year, university course credit will be given for Right to Read training.

New Right to Read Directors are required to attend 80 hours of training. In subsequent years, 16 additional hours are required.

Local district Right to Read Directors report receiving, on the average, almost 40 hours of training in 1973-74, between 40 and 119 hours in 1974-75, and less than 40 hours in 1975-76.

To date, eight principals and 32 teachers have received training from the State Right to Read Program. Principals have received 40 training hours, but there is no information available on the number of training hours received by the teachers.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the personal prestige of the Director;
- the Director's support by the Chief State School Officer;
- the Director's responsibility to assist in determining priorities of expenditures of the National Right to Read Grant, Title I of the Elementary and Secondary Education Act funds, and special education reading funds;
- the Director's responsibility for allocating expenditures of the National Right to Read Grant; and
- the Director's salary, which is funded from specifically designated State rather than Federal educational funds.

APPLIED MANAGEMENT SCIENCES

Duties of the State Right to Read Advisory Council

The Chairperson of the State Right to Read Advisory Council stated that the three most important duties of the Council are to:

- amass public support;
- provide general input into the Right to Read decision-making process; and
- evaluate the State Right to Read Program.

Legislation Passed or Pending That Might Affect the Right to Read Program

The State Right to Read Director reports that a bill has been introduced in the State Legislature, but the specific documentation is not available.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

The State Director of Teacher Certification indicates that there have been no changes in certification requirements in the last two years in the State. However, he cites there are plans to increase the number of requirements for certification for both the teacher and reading specialist.

Coordination of Right to Read with Adult Basic Education

According to the State Director of Adult Basic Education, funds from the Right to Read Grant have been allocated for an adult reading academy. The Director also reports the following, which indicates the extent of coordination between the Adult Basic Education and the Right to Read Programs:

- the Director of Adult Basic Education spends approximately three hours a month on Right to Read activities;
- the Adult Basic Education Program has a representative on the State Right to Read Advisory Council; and
- the State Right to Read Director meets two or three times a month for coordination purposes with the State Director of Adult Basic Education.

APPLIED MANAGEMENT SCIENCES

No Adult Basic Education Programs were operating in any of the districts visited for data collection purposes.

Effect of the Loss of Federal Funding for Right to Read

The State Right to Read Director feels that the State would continue the Right to Read Program using its own resources if Federal funds were eliminated. However, both the Chief State School Officer and the State Assistant Superintendent for Instruction believe that the loss of Federal funds would lead to the termination of Right to Read unless other funds were available.

APPLIED MANAGEMENT SCIENCES

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STATE PROFILE #24

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	225
Junior High	44
Senior High	15

It is estimated that approximately seven percent of the schools in this State had participated in Right to Read for at least one year. Approximately 14 percent (73) of the districts in the State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director predicts that there is little probability that every school district in the State will participate in the Right to Read Program at any point in time.

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Two of the three District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection indicate that they do not know when all schools within their district will be participating in the Right to Read Program. The third district Superintendent reports it is not part of the district's present plan to involve all schools in the district in the Right to Read Program.

Training Activites

The State Right to Read Director reports that no Right to Read training was conducted in the first year of the Program. However, 31 local district Right to Read Directors received training in the second year, 35 received training in the third year, and 31 received training in the fourth Program year.

Two hundred forty training hours are required by the State in the first and second training years of the program, and 40 to 160 are required in the third, depending on the experiential background of the local Director. Local district Right to Read Directors report receiving, on the average, between 120 and 199 hours of training in 1973-74, between 240 and 270 hours in 1974-75, and 240-270 hours in 1975-76.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's personal prestige;
- the Director's responsibility to assist in determining the priorities for expenditures of the National Right to Read Grant to the State; and
- the Director's salary which is funded from State rather than Federal funds.

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Duties of the State Right to Read Advisory Council

According to the Chairperson of the Right to Read Advisory Council, the three essential duties of that body are:

- defining criteria of excellence;
- amassing public support; and
- disseminating program information to the public.

Legislation Passed or Pending That Might Affect the Right to Read Program

According to the State Right to Read Director, there were no bills introduced in the legislature relative to Right to Read.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

No changes have taken place in teacher certification in the last two years; however, an increase in the requirements is pending.

Coordination of Right to Read with Adult Basic Education

The State Director of Adult Basic Education reports the following information, which indicates the extent of coordination between the Adult Basic Education Program and the Right to Read Program:

- the State Director of Adult Basic Education spends about ten hours a month on Right to Read activities;
- Adult Basic Education is represented on both the Right to Read Advisory Council and Task Force; and
- the Directors of Adult Basic Education and Right to Read consult infrequently on adult reading programs.

An Adult Basic Education Program was operating in one of the districts visited for data collection purposes.

Effect of the Loss of Federal Funding for Right to Read

The Chief State School Officer points out that presently, the only source of funding for Right to Read is the Federal Government. However, the State Right to Read Director, and the State Assistant Superintendent for Instruction (Commissioner of Basic Education in this State) feel that the Program would continue using State resources.

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STATE PROFILE #25

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January, 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	50
Junior High	8
Senior High	31

It is estimated tnat Right to Read had been operational in approximately 23 percent of the schools in this State for at least one year. Right to Read had been implemented in at least 35 percent (14) of the districts in this State for at least one year.

Projection of Total District Participation in Right to Read

According to the State Right to Read Director, by 1978 every school district in the State will be participating in the Right to Read Program.

Two of the three District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection report that all schools in their districts are now

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participating in the Right to Read Program. The third District Superintendent cites 1976 as the year in which all schools in that district will be participating in the Right to Read Program.

Training Activities

The State Right to Read Director reports that four local district Right to Read Directors received training in the initial year of the program in this State. Ten Directors received training in the second year and 10 Directors received training in the third year.

The State requires 240 hours for Right to Read training for the first and second years of the program. One hundred twenty hours are required in the third year. Two semester credit hours are offered for Right to Read training.

Local district Right to Read Directors report receiving, on the average, fewer than 40 hours of training in 1973-74, approximately 40 hours of training in 1974-75, and approximately 120 hours in 1975-76.

Approximately 100 principals have received 50 to 150 hours of Right to Read training to date. Two thousand five hundred teachers received 20 to 30 hours of training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's support by the Chief State School Officer; and
- the Director's responsibility to assist in determining the expenditure of funds from the National Right to Read Grant to the State, Title I of the Elementary and Secondary Education Act, and State In-Service Training.

Duties of the State Right to Read Advisory Council

According to the Chairperson of the State Right to Read Advisory Council, the most important duty of that body is to evaluate the State Right to Read Program. In performing this duty, the Council views itself as an overseer of program operation.

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Legislation Passed or Pending that Might Affect the Right to Read Program

According to the State Right to Read Director, a bill has been introduced in the State Legislature to double the State supplement to Title I of the Elementary and Secondary Act. The majority of Title I funds are used for reading programs.

Changes in Teacher Certification that Are Pending or Have Been Implemented in the Last Two Years

According to the State Director of Teacher Certification, certification for reading specialist and supervisor, and an increase in requirements for reading teacher have been established within the last two years. No other changes are pending.

Coordination of Right to Read with Adult Basic Education

The State Director of Adult Basic Education views Right to Read as a program designed for children rather than adults. The extent of coordination activities between the Adult Basic Education Program and Right to Read is indicated by the following, as reported by the State Director of Adult Basic Education:

- the State Director of Adult Basic Education spends about two hours per month on activities related to Right to Read;
- there is no Adult Basic Education representative on the Right to Read Advisory Council or Task Force; and
- the State Director of Adult Basic Education meets infrequently with the State Right to Read Director.

Adult Basic Education Programs were operating in all three districts visited for data collection purposes.

Effect of the Loss of Federal Funding for Right to Read

The State Right to Read Director and the State Assistant Superintendent for Instruction agree that the loss of Federal funding for the Right to Read Program would result in the termination of the program at the State level. The Right to Read Director

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feels that the program would, nevertheless, continue at the district level. According to the Chief State School Officer, the State would look for other sources of funding for reading. Without funding, the Right to Read Program would be lost.

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STATE PROFILE #26

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January, 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	700
Junior High	139
Senior High	124

It is estimated that at least 54 percent of the schools in this State had participated in Right to Read for at least one year. Twenty-five percent (37) of the districts had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director predicts that by 1977, every school district in the State will be participating in the Right to Read Program.

Two of the three District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection report that all of the schools in their districts are

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now participating in the Right to Read Program. The third Superintendent does not know when all schools in that district will be participating in Right to Read.

Training Activities

The State Right to Read Director reports that 16 local district Right to Read Directors received training in the first year of the program, 30 received training in the second year, and 135 received training in the third year.

Two hundred forty training hours are required by the State for the local Directors' first year in the program, 60 hours are required in the second year, and 40 hours are required in the third year.

Local district Right to Read Directors report receiving, on the average, approximately 120 hours of training in 1973-74, between 40 and 119 hours of training in 1974-75, and between 40 and 119 hours in 1975-76.

To date, approximately 15 principals have received 20 hours of State-provided Right to Read training. No training has been provided to teachers by the State.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's personal prestige;
- the Director's support by the Chief State School Officer;
- the Director's power to allocate expenditure of funds from the National Right to Read Grant;
- the Director's responsibility to assist in the determination of expenditure of funds from the National Right to Read Grant, Titles I. II, and III of the Elementary and Secondary Education Act, Title III of the National Defense Education Act, and the Vocational and Career Education programs; and
- the Director's power to coordinate non-Right to Read funds with Right to Read Program funds.

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Duties of the State Right to Read Advisory Council

The Chairperson of the State Right to Read Advisory Council cites the following as the three most important duties of the council:

- defining criteria of excellence;
- developing program objectives; and
- evaluating the Right to Read Program.

Legislation Passed or Pending that Might Affect the Right to Read Program

The State Right to Read Director reports that a bill providing aid for reading instruction was introduced and passed in the State Legislature. The bill allows the allocation of a specified amount per public school student in average daily attendance in grades one to three, provided that the local school board of the district receiving this aid has submitted a plan for reading instruction approved by the State Board of Education.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

The State Teacher Certification Director indicates that certification for reading specialist and reading supervisor has been established within the last two years.

Coordination of Right to Read with Adult Basic Education

The State Director of Adult Basic Education reports that adult literacy is a component of the Right to Read Program, and has been incorporated into Right to Read goals and objectives.

The following information from the State Director of Adult Basic Education indicates the extent of coordination activities between the adult program and the Right to Read Program:

- the State Director of Adult Basic Education spends approximately 15 hours a month on Right to Read activities;

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- there is a representative of Adult Basic Education on the State Right to Read Advisory Council; and
- the State Director of Adult Basic Education and the State Right to Read Director consult infrequently.

An Adult Basic Education Program was involved in Right to Read in one of the three districts visited for date collection.

Effect of the Loss of Federal Funding for Right to Read

The State Right to Read Director states that the loss of Federal funding would result in the termination of the Right to Read Program in the State unless other funding sources became available. In the opinion of the State Assistant Superintendent for Instruction, the program would be discontinued.

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STATE PROFILE #27

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January, 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	72
Junior High	13
Senior High	13

It is estimated that more than seven percent of the schools in this State had participated in Right to Read for at least one year. Sixty-four percent (36) of the districts in the State had participate in Right to Read for at least one year.

Projection of Total Participation in Right to Read

By 1976, according to the State Right to Read Director, every district in the State will have implemented the Right to Read Program.

Two of the three District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection indicate they do not know when all schools

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within their districts will be participating in the Right to Read Program. The third District Superintendent cites 1981 as the year in which all schools in that district will be participating in the Right to Read Program.

Training Activities

The State Right to Read Director reports that seven local district Right to Read Directors were trained during the initial year of the State's participation in the Program, another seven were trained the following year, and 30 Directors were trained in the third year.

Thirty hours of Right to Read training are required for each year of the program. Six semester credit hours are offered for this training. Local district Right to Read Directors report receiving, on the average, fewer than 40 hours of training in 1973-74, and between 40 and 119 hours in 1974-75 and 1975-76.

Although principals and teachers have been provided with approximately the same amount of training as the local district Right to Read Directors, there is no way to estimate how many have received training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's responsibility for determining and allocating both Federal and State Right to Read funds; and
- the Director's salary, which is funded out of State rather than Federal funds.

Duties of the State Right to Read Advisory Council

The three most important duties of the Right to Read Advisory Council, according to its Chairperson, are:

- planning the State Right to Read Program;
- defining criteria of excellence; and
- coordinating Right to Read with other reading programs.

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Legislation Passed or Pending that Might Affect the Right to Read Program

The State Right to Read Director reports that a bill requesting a 2.9 million dollar appropriation for reading with a component for compentency-based teacher education was introduced in the State Legislature. According to the State Assistant Superintendent for Instruction, other pending bills implement and fund a statewide process model for reading.

Changes in Teacher Certification that are Pending or Have Been Implemented in the Last Two Years

According to the State Director of Teacher Certification there has been an increase in the number of reading credit hours required for certification of reading teacher. Both elementary and middle school teachers are required to have nine credit hours of reading courses, an increase of six credit hours from the prior requirement. At the secondary level all teachers are now required to have one credit hour of reading.

Coordination of Right to Read with Adult Basic Education

The State Director of Adult Basic Education reports the following information, which indicates the extent of coordination of Right to Read and Adult Basic Education activities:

- the State Director of Adult Basic Education spends about two hours per month on Right to Read activities;
- there are no representatives of Adult Basic Education on the State Right to Read Advisory Council or Task Force, although representation on the latter has been requested; and
- the State Director of Adult Basic Education meets infrequently with the State Right to Read Director.

No Adult Basic Education Programs were operating in any of the districts visited for data collection purposes.

Effect of the Loss of Federal Funding for Right to Read

Although the State Assistant Superintendent for Instruction reports that Right to Read would be discontinued, the State Right to Read Director and the Chief State School Officer state that the

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program would continue even if Federal funds were terminated. The State Director points out that many local districts have committed resources to Right to Read. According to the Chief State School Officer, the immediate effect of the loss of Federal funds would be the reduction of the State's ability to investigate new teaching techniques and approaches to reading.

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Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January, 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	230
Junior High	48
Senior High	66

It is estimated that approximately five percent of the schools in this State had participated in Right to Read for one year. Approximately 15 percent (154) of the districts in the State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director does not anticipate that there will ever be a time when every district in the State will participate in the Right to Read Program.

According to data collected from the District Superintendent/ Assistant Superintendent for Instruction in one of the three districts visited, the one school in his district is now participating in Right

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to Read. The other Superintendents report 1978 and 1979, respectively, as the years in which every school in their districts are expected to be participating in Right to Read.

Training Activities

The State Right to Read Director reports that the State has provided training for 444 local district Right to Read Directors. One hundred thirty-two Directors were provided training in 1973-74, 162 were provided training in 1974-75, and 150 are to be provided training in 1975-76.

Forty-eight hours of training are required by the State for each year training is provided. Local district Right to Read Directors report receiving, on the average, fewer than 40 hours of training in 1973-74, and between 40 and 119 hours in 1974-75 and 1975-76.

The State Right to Read Director reports that to date approximately 580 principals have received 20 hours of Right to Read training from the State.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's responsibility to assist in determining the expenditure of funds from the National Right to Read Grant to the State and Titles I and II of the Elementary and Secondary Education Act; and
- the Director's responsibility to allocate funds received by the State from National Right to Read.

Duties of the State Right to Read Advisory Council

The State does not have a council designated specifically as the Right to Read Advisory Council. Rather, an intra-departmental council advises on matters concerning most educational programs. According to the State Right to Read Director, this council does not meet National Guidelines for a Right to Read Advisory Council.

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Legislation Passed or Pending that Might Affect the Right to Read Program

The State Right to Read Director cites the Early Childhood Education Act and Reform in Secondary Education Act as legislation that affects the Right to Read Program. Each of these bills cites reading as a top priority with oral and written communication as lesser priorities.

Changes in Teacher Certification theat Are Pending or Have Been Implemented in the Last Two Years

Requirements for reading teacher and specialist certification have increased in the last two years.

Coordination of Right to Read with Adult Basic Education

The State Director of Adult Basic Education reports that the State Right to Read Program has broadly addressed adult reading needs by:

- assessing the extent of reading needs;
- allocating funds for adult literacy;
- developing curricula; and
- writing proposals in conjunction with Adult Basic Education for the establishment of adult reading academies.

The extent of coordination activities with Adult Basic Education and Right to Read is indicated from the following, as reported by the State Director of Adult Basic Education:

- the Director of Adult Basic Education spends approximately five hours a month on Right to Read activities;
- the Director of Adult Basic Education is consulted two or three times a month by the Right to Read Director on matters concerning adult reading needs; and
- a representative from Adult Basic Education serves on the intra-departmental advisory council.

No Adult Basic Education Programs were operating in any of the districts visited for data collection purposes.

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Effect of the Loss of Federal Funding for Right to Read

The State Assistant Superintendent for Instruction states that loss of funding would mean the termination of Right to Read. The Right to Read Director agrees, adding that if other resources were available, the program could continue. The Chief State School Officer points out that the State receives other funds by which the emphasis on reading would continue.

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STATE PROFILE #29

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	148
Junior High	36
Senior High	38

It is estimated that approximately five percent of the schools in this State had participated in Right to Read for at least one year. At least five percent (41) of the districts in this State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

According to the State Right to Read Director, it is not expected that there will be a time when every district in the State will participate in the Right to Read Program.

The District Superintendent/Assistant Superintendent for Instruction in one of the three districts visited for on-site data collection does not know when all the schools in his district will be participating

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in Right to Read. Another Superintendent states that the district will be fully participating by 1975, while the third Superintendent reports that all schools are now involved in Right to Read.

Training Acitvities

The State Right to Read Director reports that 43 local district Right to Read Directors received Right to Read training during the initial year of the program. Another 43 received training during the second program year, and 121 Directors received training in the third year.

The number of training hours required for the first year of the program cannot be determined. However, 60 and 30 hours were required by the State in the second and third years, respectively.

Local district Right to Read Directors report receiving, on the average, between 40 and 119 hours of training in 1973-74, approximately 40 hours in 1974-75, and between 40 and 119 hours of training in 1975-76.

To date, 250 principals have been provided with 30 hours of Right to Read training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's responsibility to assist in determining the expenditure of funds from the National Right to Read Grant to the State, and from Titles I, III, and VII of the Elementary and Secondary Education Act;
- the Director's responsibility to allocate funds from the National Right to Read Grant;
- the placement of the Right to Read Program under the Division of Language Skills; and
- the Director's salary which is funded from State education or curriculum funds rather than from Federal educational programs.

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Duties of the State Right to Read Advisory Council

The Chairperson of the Right to Read Advisory Council cites the following as the three most important duties of that body:

- amassing public support;
- disseminating program information to the public; and
- coordinating Right to Read with other reading programs.

Legislation Passed or Pending that Might Affect the Right to Read Program

The State Assistant Superintendent for Instruction reports that a bill to establish a weighting formula for compensatory education was introduced in the State Legislature. Another bill which requested an appropriation of $5,000,000 for reading programs was also introduced in the legislature.

Changes in Teacher Certification That Are Pending or Have Been Implemented in the Last Two Years

According to the State Teacher Certification Director there have been no changes in teacher certification in reading in this State in the last two years. However, the establishment of certification for reading teacher, specialist, and supervisor is pending.

Coordination of Right to Read with Adult Basic Education

The State Director of Adult Basic Education reports that the issue of adult literacy has been addressed in a forum on Right to Read and is a major area of concern in the reading program.

The extent of coordination between the Right to Read Program and Adult Basic Education is indicated by the following, as cited by the State Director of Adult Basic Education:

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- the Director of Adult Basic Education spends less than an hour a month on Right to Read activities;
- Adult Basic Education is represented on both the State Right to Read Advisory Council and Task Force; and
- The State Director of Adult Basic Education meets infrequently with the State Right to Read Director.

No Adult Basic Education Programs were operating in any of the districts visited for data collection.

Effect of the Loss of Federal Funding for Right to Read

According to the Chief State School Officer, the loss of Federal funding for the Right to Read Program in this State would result in the elimination of its administrative and supervisory structure. Moreover, considering the current budget restrictions, the State would probably not provide funds for the continuation of the Program. The State Assistant Superintendent for Instruction (Deputy Commissioner in this State) would recommend that the State Legislature give financial support for the program. Both he and the State Right to Read Director report that Right to Read would be terminated without such support.

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STATE PROFILE #30

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January, 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	343
Junior High	21
Senior High	25

It is estimated that approximately 23 percent of the schools in this State had been participating in Right to Read for one year. Approximately 11 percent (35) of the districts in this State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director reports that every district in the State will be participating in the Right to Read Program by 1980.

Data from the District Superintendents/Assistant Superintendents for Instruction of the three districts visited indicate that in one district, there are no plans to incorporate every school in the Right to Read Program. In the second district, all schools are now

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participating. The third Superintendent does not know when full participation in Right to Read is expected in his district.

Training Activities

The State Right to Read Director reports that a total of 80 local district Right to Read Directors have been provided with Right to Read training since the State began its participation in the program. Sixteen Directors received training in the first year, 20 received training in the second year, and 53 received training in the third year.

The State requires a total of 240 hours of training in the first and second program years, and 96 hours in the third. Three quarter hours of credit are offered for this training.

Local district Right to Read Directors report receiving between 120 and 199 hours of training in 1973-74, 200 to 239 hours in 1974-75, and about 120 hours in 1975-76.

To date, 156 principals (15 of whom were District Superintendents) received approximately eight hours of Right to Read training. Four hours of training were provided to 398 teachers in the State.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's responsibility to assist in determining the priorities of expenditure of funds from the National Right to Read Grant, from Titles I, II, III and VII of the Elementary and Secondary Education Act, and from Special, Vocational and Career Education programs; and
- the Director's responsibility to allocate expenditures of funds from the National Right to Read Grant.

Duties of the State Right to Read Advisory Council

The most important duties of the Right to Read Advisory Council, according to its Chairperson, are:

- planning and evaluating the State Right to Read Program; and
- coordinating Right to Read with other reading programs.

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Legislation Passed or Pending That Might Affect the Right to Read Program

Both the State Right to Read Director and the State Assistant Superintendent for Instruction report that a bill for the assessment of basic skills was introduced in the State Legislature.

Changes in Teacher Certification That Are Pending or Have Been Implemented in the Last Two Years

The Director of the State Teacher Certification Agency reports that certification for reading specialist and supervisor have been established in the last two years. The requirements for reading specialist have been increased. Moreover, institutions of higher education were requested to improve course offerings and increase requirements for reading.

Coordination of Right to Read with Adult Basic Education

Information from the State Director of Adult Basic Education is unavailable.

No Adult Basic Education Programs were operating in any of the districts visited for data collection purroses.

Effect of the Loss of Federal Funding for Right to Read

According to the Chief State School Officer and the State Assistant Superintendent Instruction, the loss of Federal funding would reduce the Right to Read staff to one person who would be responsible for providing services to all the districts. Districts' needs would undoubtedly not be met. The State Right to Read Director agrees, and adds that the program would be discontinued.

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STATE PROFILE #31

Estimated Participation in Right to Read

The following chart shows the estimated number of schools in this State in which the Right to Read Program had been operational for at least one year (as of January, 1976). This estimate is based on the projection of figures from the 50 percent mail sample.

Type of School	Number Participating
Elementary	216
Junior High	29
Senior High	19

It is estimated that 20 percent of the schools in this State had participated in Right to Read for at least one year. Approximately 16 percent (54) of the districts in this State had participated in Right to Read for at least one year.

Projection of Total Participation in Right to Read

The State Right to Read Director predicts that by 1977 all districts in the State will be participating in the Right to Read Program.

Data collected from the District Superintendents/Assistant Superintendents for Instruction in the three districts visited indicate that all schools in one district will be participating in

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Right to Read by 1977. Another Superintendent reports that all schools in that district are now participating. The third Superintendent states that no plans exist to involve every school in the district in Right to Read.

Training Activities

The State Right to Read Director reports that 39 local district Right to Read Directors received training in the initial year of the program and 67 received training in the second year. During these program years an additional 126 district personnel participated in the training along with local district Right to Read Directors. Ninety-six Directors were trained during the third program year. Two hundred forty training hours are required for local district Right to Read Directors, regardless of program year.

Local district Right to Read Directors report receiving, on the average, between 120 and 199 hours of training in 1973-74, almost 200 hours of training in 1974-75, and between 200 and 239 hours in 1975-76.

To date, 13 principals and 61 teachers have been provided with 240 hours of Right to Read training.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, the authority of the State Right to Read Director is based on:

- the Director's support by the Chief State School Officer;
- the Director's power to coordinate non-Right to Read funds with Right to Read funds;
- the Director's responsibility for assisting in determining the expenditure of funds from the National Right to Read Grant to the State, from Titles I, II, III, and IV of the Elementary and Secondary Education Act, and from Title III of the National Defense Education Act;
- the Director's responsibility for allocating expenditure of funds from the National Right to Read Grant; and
- the Director's salary which is funded from State rather than Federal educational funds.

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Duties of the State Right to Read Advisory Council

The three most important duties of the Right to Read Advisory Council are listed by its Chairperson as:

- defining criteria of excellence;
- developing program objectives; and
- amassing public support.

Legislation Passed or Pending That Might Affect the Right to Read Program

The State Assistant Superintendent for Instruction reports that a bill to provide funds for expediting and extending the training component of Right to Read was introduced during the 1975 session of the State Legislature. The bill was rejected.

Changes in Teacher Certification That Are Pending or Have Been Implemented in the Last Two Years

The Director of the State Teacher Certification Agency reports that the establishment of certification for reading specialist and reading supervisor, and an increase in the requirements for reading teacher and reading specialist have occurred in the last two years. Also, all teacher programs now include an additional emphasis in reading.

Coordination of Right to Read with Adult Basic Education

The State Director of Adult Basic Education reports that while Right to Read has addressed adult reading needs through training sessions, Right to Read is, in practical terms, designed for elementary and secondary students, and not for adults. He perceives the Right to Read Program goals as incongruent with those of his program.

The following information from the State Director of Adult Basic Education indicates the extent of coordination between this program and Right to Read:

- the State Director of Adult Basic Education spends approximately four hours a month on Right to Read activities;

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- Adult Basic Education is represented on the Right to Read Advisory Council; and
- the State Directors of Adult Basic Education and Right to Read consult infrequently.

An Adult Basic Education Program involved with Right to Read was operating in one of the three districts visited for data collection.

Effect of the Loss of Federal Funds for Right to Read

The Assistant Superintendent for Instruction and the State Right to Read Director agree that the State would continue the Right to Read Program using its own resources if Federal funding were terminated. The Chief State School Officer feels that the Program would lose momentum in getting all districts on board and that it might take several years to re-establish the linkages and training patterns that have evolved.

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SUMMARY

Overview

This chapter summarzies the findings relating to each of the nine categories of information. These categories are summarized across the 31 Right to Read States included in this study. These summarizations provide a detailed integration of the findings discussed within the individual State profiles.

Estimated Participation in Right to Read

Right to Read has been implemented, to at least a minimal degree, across all school levels in each of the 31 Right to Read States, and in adult literacy programs in 17 of these States. Table 1 illustrates the imputed estimate of the percent of schools in each State in which the Right to Read Program has been in operation for at least one year. Clearly, however, if one were to calculate the percent of implementation at just the elementary school level, or for all schools in which Right to Read has been in operation for less than a year, all the percents would be considerably higher than those cited.

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TABLE 1: ESTIMATED PERCENT OF IMPLEMENTATION IN SCHOOLS OF RIGHT TO READ

Percent of Schools in State	Number of States
0 - 4.9% implementation	4
5 - 9.9% implementation	5
10 - 14.9% implementation	5
15 - 19.9% implementation	2
20 - 24.9% implementation	7
25 - 29.9% implementation	1
30 - 34.9% implementation	1
35 - 39.9% implementation	0
40 - 44.9% implementation	1
45 - 49.9% implementation	2
50 - 54.9% implementation	2
55 - 59.9% implementation	1

Table 2 illustrates the corresponding imputed estimate of the percent of districts in each State in which the Right to Read Program has been in operation for at least one year.

TABLE 2: ESTIMATED PERCENT OF IMPLEMENTATION OF RIGHT TO READ IN SCHOOL DISTRICTS IN 31 STATES

Percent of Districts in State	Number of States
0 - 9.9% implementation	6
10 - 19.9% implementation	10
20 - 29.9% implementation	4
30 - 39.9% implementation	4
40 - 49.9% implementation	2
50 - 59.9% implementation	0
60 - 69.9% implementation	1
70 - 79.9% implementation	2
80 - 89.9% implementation	1
90 -100.0% implementation	1

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Projection of Total Participation in Right to Read

Seventy-four percent (23) of the State Right to Read Directors report that every district in their State is either presently participating, or will be participating in the near future, in the Right to Read Program. Table 3 depicts the projected years by which Right to Read will be incorporated in all districts in the States. As shown in this table, one fourth of the State Directors never expect all districts in their State to participate in the Right to Read Program.

TABLE 3: YEAR BY WHICH RIGHT TO READ WILL BE IMPLEMENTED IN ALL DISTRICTS IN THE STATE

Year	Number of States	Percent of States
Presently	1	3
1975	1	3
1976	3	10
1977	3	10
1978	5	16
1979	0	0
1980	10	32
Never	8	26
Total	31	100

As can be seen from Table 4, 48 percent (45) of the District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection report that all schools within their districts will be participating in the Right to Read Program by the end of 1976.

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TABLE 4: YEAR BY WHICH RIGHT TO READ WILL BE IMPLEMENTED IN ALL SCHOOLS IN THE DISTRICTS VISITED FOR ON-SITE DATA COLLECTION

Year	Frequency	Percent
All are now participating	39	42
1975	1	1
1976	5	5
1977	6	7
1978	2	2
1979	2	2
1980	1	1
1981	1	1
Not part of present plans	14	15
Don't know	20	22
Data unavailable	2	2
Total	93	100

Training Activities

The number of training hours the State Right to Read Directors report they provided to local district Right to Read Directors in each program year is presented in Table 5. It may be noted that while all State Directors indicated their State's requirement in the first program year, for each subsequent year the number of Directors indicating such a requirement diminishes.

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TABLE 5: NUMBER OF TRAINING HOURS REQUIRED BY STATES PER PROGRAM YEAR FOR LOCAL DISTRICT RIGHT TO READ DIRECTORS

Number of Training Hours*	Number of States			
	First Program Year	Second Program Year	Third Program Year	Fourth Program Year
240 or more	14	9	4	4
100 - 239	10	6	6	1
30 - 100	5	11	13	6
No specific number required	2	4	5	6
TOTAL	31	30	28	17

* Ordering of the States by number of hours required differs by program year.

Table 6 shows the summarization of the number of local district Right to Read Directors trained by the State since the inception of the Right to Read Program in those States. More exactly, there were 904 local district Right to Read Directors trained in the first program year, 1,600 in the second program year, 2,023 in the third program year, and 150 in the fourth program year in these States. In addition, at least 2,870 principals and 9,267 teachers have received State provided Right to Read training.

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TABLE 6: NUMBER OF LOCAL DISTRICT DIRECTORS TRAINED SINCE IMPLEMENTATION OF RIGHT TO READ

Number of Directors	Number of States	Percent of States
0 - 49	10	32
50 - 99	6	19
100 - 149	4	13
150 - 199	1	3
200 - 249	2	7
250 - 300	5	16
300+*	3	10
Total	31	100

*One State combined the number of Directors and the number of other personnel trained.

On the average, the local district Directors report receiving slightly fewer hours of training than the number required by the State. The individual State profiles indicate where discrepancies in these figures exist.

One State has created an innovative training mechanism for providing teachers with training and technical assistance on a one-to-one basis. A consultant cadre of master teachers was organized to provide this training and/or technical assistance to teachers in all regions of the State. The teacher or principal requests assistance in a particular subject (e.g. reading decoding skills) from the State. The State contacts the subject area master teacher located in the same city or region and provides all pertinent information regarding how to most effectively assist the teacher in need. The master teacher, given released time (paid by the State), personally calls on the client. The training or technical assistance is provided, and the client is asked to provide feedback to the State. It should be noted that

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according to State personnel, this cadre of experts appears to optimally utilize resources in terms of instructional personnel, time, traveling costs and outreach potential.

Authority of the State Right to Read Director

According to the State Assistant Superintendent for Instruction, some of the more frequent sources from which the State Right to Read Director is accorded authority are the following:

- having the support of the Chief State School Officer;
- having a position which is line rather than staff;
- having the power to determine and allocate the expenditure of educational program funds; and
- being paid a salary which is issued from State rather then Federal funds.

Other sources, perhaps less important than those stated above, from which authority is accorded to the director are:

- the prestige of the position;
- the personal prestige of the Director;
- the accountability of the Director to either the Chief State School Officer or the State Assistant Superintendent for Instruction; and
- the power to coordinate non-Right to Read support/services with those from Right to Read.

Although there may be other sources from which the authority of the State Right to Read Director stem, they are, for the most part, unique to a particular Director. The sources listed above are the ones identified most frequently by the State Assistant Superintendents for Instruction.

Duties of the State Right to Read Advisory Council

The State Right to Read Advisory Council is typically a group whose duties are:

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- amassing public support;
- coordinating Right to Read with other reading programs;
- defining criteria of excellence; and
- disseminating Right to Read information to the general public.

As shown in Table 7, the highest percentage of Chairpersons of the Advisory Councils list the above activities as the most important ones of the council. Activities of lesser importance are:

- planning the State Right to Read Program;
- evaluating the State Right to Read Program; and
- developing program objectives.

TABLE 7: DUTIES OF THE STATE RIGHT TO READ ADVISORY COUNCILS ACCORDING TO THE CHAIRPERSON

Activity	Number of Chairpersons Reporting This Activity	Percent of Chairpersons
Amass public support	14	53
Coordinate Right to Read with other reading programs	11	42
Define criteria of excellence	13	50
Disseminate Right to Read information to the general public	15	58
Plan the State Right to Read Program	9	34
Develop program objectives	4	15
Evaluate the State Right to Read Program	8	31

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Legislation Passed or Pending that Might Affect the Right to Read Program

Bills regarding reading that might affect the Right to Read Program have been introduced in the legislatures at least 81 percent (25) of the States.

Changes in Teacher Certification That are Pending or Have Been Implemented in the Last Two Years

In 65 percent (20) of the States certification requirements in reading have changed in the past two years. Table 8 illustrates these changes.

TABLE 8: CHANGES IN STATE CERTIFICATION REQUIREMENTS

Type of Change	Frequency	Percent
Increase in requirements for reading teacher	10	32
Increase in requirements for reading specialist or resource person	5	16
Establishment of certification for reading specialist or resource person	10	32
Establishment of certification for reading supervisor/director	6	19
Other*	9	29
No changes made	11	35

*Includes additional emphasis on reading for all teachers and adoption of reading competency guidelines for certification.

In 68 percent (21) of the States, changes are now pending for State certification requirements in reading.

Coordination of Right to Read with Adult Basic Education

Coordination activities have occurred between Right to Read and Adult Basic Education. Forty-three percent (12) of the State Directors of Adult Basic Education report that they consult with the State Right to Read Director infrequently or never on matters regarding adult literacy. The remaining 57 percent (19) of the Directors consult with the State Right to Read Director at least monthly.

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Adult Basic Education is represented on both the Right to Read Advisory Council and Task Force in 19 percent (6) of the States. It is represented only on the Advisory Council in 23 percent (7) of the States; and only on the Task Force in 10 percent (3) of the States. Thus, in more than half the States (16) there is Adult Basic Education representation on the Task Force, the Advisory Council, or both.

Effect of the Loss of Federal Funding for Right to Read

Table 9 illustrates the responses of the State-level officials who related what would happen to the Right to Read Program in their State if Federal funding should cease. It may be noted from the table that 58 percent (15) of the Chief State School Officers, 43 percent (13) of the State Right to Read Directors, and 43 percent (13) of the State Assistant Superintendents for Instruction indicated that the Right to Read Program would definitely continue in some capacity in their States if Federal funding were terminated.

TABLE 9: EFFECT OF FEDERAL FUNDING FOR RIGHT TO READ

The State would:	Chief State School Officer	State Right to Read Director	State Assistant Superintendent for Instruction
Continue the Right to Read Program using their own resources	6	10	11
Continue the Right to Read Program in a Diminished Capacity	9	4	6
Continue the Right to Read Program only if other resources were found	4	9	6
Discontinue the Program	7	7	7
Did not reply/did not interview/did not know	5	1	1

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